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2-5 JULY 2019 **MOSCOW, RUSSIA**

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Psychology



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XVI European Congress
of **Psychology**

2-5 JULY 2019 **MOSCOW, RUSSIA**

**Symposiums and
Panel Discussions**

PERINATAL AND REPRODUCTIVE PSYCHOLOGY: ACTUAL PROBLEMS OF PSYCHOLOGY OF REPRODUCTIVE HEALTH

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Abstract body. The symposium covers modern trends of science and practice in perinatal and reproductive psychology. Main themes are dedicated to changes in motivation of having children, psychological factors of reproductive health disorders, psychological problems of assisted reproductive technologies. Discussion of latest scientific studies and practice of working with childbirth and parenthood problems in Russia and European countries will help to identify modern trends in family reproductive function worldwide and specifics of changes in different regions.

Press paragraph. Top specialists from Russia, Ukraine, Belarus and France will take part in the symposium on actual problems of modern perinatal and reproductive psychology. Speakers of the symposium are leading specialists in research, education and practical work related to reproductive family problems in their regions. They will present research results of psychological factors of infertility, the need and effectiveness of psychological assistance in assisted reproductive technologies (ART), studies of the psychological features of children and

problems of parenting after IVF treatments, as well as psychological problems of families with children with developmental disorders.

General summary of the Symposium. The speakers of the symposium are leading specialists and organizers of research and practical work related to reproductive problems of the family, developers and heads of educational programs for psychologists and physicians in their regions. Symposium provides international platform to discuss latest trends in motivation of having children in the modern society, psychological factors of infertility, psychological problems of assisted reproductive technologies (ART) and upbringing of children with developmental disorders. Discussion of Russian and European experience will reveal common worldwide trends for changes in the reproductive function of the family and the specifics of these changes in different regions, as well as summarize the experience of studying psychological factors of infertility and opportunities for psychotherapy of reproductive disorders.

PERINATAL AND REPRODUCTIVE PSYCHOLOGY: HISTORY AND MODERN PROBLEMS OF THEORY AND PRACTICE

Galina Filippova

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Perinatal and reproductive psychology is currently an independent area having its own field of application, methodological foundation, theoretical justification and methodological support. The genesis and development of perinatal and reproductive psychology dates back to classical psychoanalysis and its modern trends, which focus on the influence of early experience on the development of the human psyche. Dyadic approach, the theory of functional systems and the psychology of the reproductive sphere are their methodological foundation. There are three main areas: psychology and psychotherapy of an early personality development, organization and correction of the environment of this development (starting from preparing for conception up to the ending of dyadic relationship); psychology and psychotherapy of male and female's reproductive sphere; psychology and psychotherapy of adult perinatal problems. Therapeutic practice uses the integrative

approach. The main achievements of modern perinatal and reproductive psychology: ideas about the development of the psyche and basic personality formations in prenatal, perinatal and early postnatal periods of development, theoretical insights in the field of reproductive psychology, the psychology of motherhood and fatherhood; development and implementation of psycho-diagnostic methods and techniques and approaches of practical consulting, correction and therapeutic work aimed at an individual client, as well as the dyad and the dyad-father system at different stages of the reproductive cycle; development of training programs for specialists in the field of perinatal and reproductive psychology. The prospective tasks are: the integration of knowledge and experience of scientists and practitioners from different areas, ensuring complex work of specialists and training of specialists in basic educational institutions.

RESEARCHING THE DYNAMICS OF ATTACHMENT IN FAMILIES WITH CHILDREN HAVING CEREBRAL PROBLEMS

Svetlana Grigorieva

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Our attention was caught by the problem of attachment in families having children with infantile cerebral paralysis. We have discovered some regularity in the intergenerational transmission of family system defections. During our research conducted with the help of G.G. Filippova's questionnaire "Ontogenesis of motherhood" 154 families were observed, including 102 families with children having infantile cerebral paralysis, and 52 with healthy children. "All that is suppressed within the first generation, the second carries within their own bodies", – this citation of F. Dolto accurately displays the main idea of our research. We describe the dynamic development of relationships inside a family – from the symbiotic connection in the dyad "Woman and her mother" to the absolute attachment in the second dyad "Mother and her child with infantile cerebral paralysis". We analyzed the personality profiles of women who have children with infantile cerebral paralysis and the stages of their own growing up including relationships and attachments inside the family, the family

structure up to the 3rd generation, adolescent period and the specific features of separation from mother, shaping of woman identity, readiness to motherhood, period of pregnancy and attitude towards a child during a postnatal period, psychological defenses and so on. At a certain age relationships between a mother-to-be and her own mother looked like ideal – based on friendship, closeness and coordination. 80% of girls were raised in full families. However, having a closer look, we could notice mother's hypercontrol, her total leading role and lack of daughter's initiative. A woman suppressed by her mother and unquestionably executing her mother's will behave likewise towards her own child: overprotectively, authoritatively, leaving a child no right for initiative (which takes "natural forms of realization" whilst caring after a child with infantile cerebral paralysis). In traditional medicine a diseased child, not his mother, is being the main and sometimes the only one subject. As for us, we offer to make an accent on a reason, not on the consequence, and work with the family system in a whole.

MENTAL FEATURES OF CHILDREN BORN AS A RESULT OF IVF

Elena Zaharova

Lomonosov Moscow State University (Moscow, Russia)

One of the most effective ways to treat infertility is the procedure of in vitro fertilization. This method is becoming increasingly popular, despite the fact that it contains serious risk factors for the development of the child. In this connection, the question arises of the characteristics of the development of a child born with the help of this procedure. The purpose of this study was to determine the level of mental development of children, the psychological characteristics of behavior that distinguish them from children born as a result of spontaneously occurring pregnancy. The sample consisted of 47 infants aged 5 to 12 months, 23 of whom were born as a result of IVF. Methods of research were: the method of diagnosing the level of mental development of Denver II, the questionnaire revealing the features of the emotional side of mother-child interaction, the analysis of video materials of child-parent interaction. The results of the study showed that the development of infants born with IVF is generally consistent with

the age norm. Children find predominantly the average norm social skills, speech development, development of fine motor skills and locomotion. They demonstrated a strong desire for physical contact with the mother and reduced initiative of behavior. Thus, infants of the IVF group also tend to approach the mother more often than infants of the SB group ($u=332,00$, $p=0.010$). Behavior of infants of the SB group is more active and more initiative ($u=106,500$, $p=0,002$). Analysis of the characteristics of mothers interaction showed that women of the IVF group experience pleasure from contact with the child, often touch it than in the SB group ($u=02$; $p=000$). At the same time, they are not inclined to support the initiative of the child, to encourage him with a word or gesture ($u=256$; $p=033$). Thus, the results of the study allow us to state that these features of the development of children are due not so much to the method of pregnancy as to the parent position of their mothers.

PSYCHOLOGICAL SUPPORT AS A TOOL TO IMPROVE THE EFFICIENCY OF THE IVF PROTOCOL

Margarita Richardson

Universitet Didro (Sorbonna) (Paris, France)

Based on the actual level of mental functioning of the individual in a problem situation, you can build a patient-centered approach in providing psychological support. Planning reduces the level of anxiety and stress that often accompanies the patient in the protocol. Within the framework of the research project of doctoral studies at the University of Diderot (Sarbona), the Mariinsky Hospital, the ART department, was used to conduct psychodiagnostics using the Rorschach method. The study involved 47 women, age from 27 to 43 years. Meeting in life with problem situations, the individual more or less involves emotional ways of making a decision. The following styles were singled out: The introvertive decision-making style of 19.4% An extensive

8.51% Ambitent 10.63% Restrictively introverted 17.02% Restrictive-extraneous 21.27% Restrictive – the ambitent 23.4% Motivational and situational levels of cognitive tension were distributed in the group of subjects, respectively, 44.6% and 55.4% The following emotional features of the problem-solving style are revealed: Flexible extra-intensive 10.63% Steady intense 27.65% The flexible introversion is 38.29% A stiff introvertive 23.4% The received data testify that psychological testing at the planning stage of the IVF protocol allows to reveal the styles of decision-making in problem situations and to develop an individual plan of psychological preparation and accompaniment of patients in the IVF program.

PSYCHOLOGICAL ASPECTS OF FAMILY PLANNING AND REPRODUCTIVE HEALTH IN THE REPUBLIC OF BELARUS

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The problem of infertility is very relevant in the republic of Belarus. The number of infertile couples reaches 16%. Causes of non-occurrence of pregnancy as a presence of medical problems and environmental influences (Chernobyl disaster, 1986). Also there is a great importance of psychological components in the way of overcoming infertility. Nowadays there are 5 private centers and 2 state centers specializing in IVF and ART in Belarus. Each regional city has one perinatal center where patients with infertility are assisted. Psychologists work both in the women's polyclinics and in the state perinatal centers. The problem of psychological assistance in private centers is still open. Patients of family planning centers and especially of IVF centers need psychological correction of their state of mind. There are about 3000 cycles of IVF per year in Belarus and only about 30-40% of them will be successful and will lead to pregnancy. Only about 25% of couples will wait for the birth of the baby. The remaining ones are supposed to re-enter the IVF in the next few years. It is obvious that emotional state, fears,

anxiety of 75% of couples remain unprocessed, which lead to a decrease in the effectiveness of new ART programs.

Thus, it is necessary to pay great attention to psycho-prophylaxis and psycho-correction of the psychological health of infertile couples. There is an active position of the government towards psychological work on family planning and reproductive health. At the same time, the algorithm for psychological assistance to a couple who gets ART treatment is not developed enough in our country. Therefore, in the subject of psychological health of such categories of citizens, it is expedient to use the active position and experience of colleagues from the CIS countries, especially from Russia. Long-term developments and methods of work of colleagues in this industry can become popular with our specialists working with infertile couples in the republic of Belarus. Paying a wide-ranging (both medical and psychological) professional attention to couples with infertility, we have a chance for a more favorable outcome of ART treatment.

IRENOLOGY AND CONFLICTOLOGY: PROBLEMS OF PEACE AND CONFLICTS

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Abstract body. The main purpose of the symposium is to discuss topical issues of modern irenology (science about peace) and conflictology in a changing world. In the field of peace and conflict, within the framework of the science of irenology, the concept of intercultural peace is proposed, which focuses on the study of problems of intercultural relations, based on dialogue; respect for cultural diversity; acceptance, instead of "tolerance"; integration; equality in diversity; conflict prevention, instead of its resolution. Mediation in conflict resolution.

Press paragraph. In 1959 J. Galtung laid the foundations of the International peace research Institute, and he proposed and developed a certain concept of "peace". His teaching marked the beginning of the theory of "Three generations of the world". The University of Granada consistently implements Galtung's ideas and develops a new direction – "irenology", the science of peace. The Symposium will present an analysis of international research in the field of "intercultural", which is the basis of the theoretical and empirical model of the Intercultural World, the purpose of which is to create spaces of positive interaction of cultures. The theoretical typology of the World (the work of Spanish researchers in the field of Irenology, members of the Institute of peace and conflict of the University of Granada, the International Institute of Peace, Conflict and Mediation (MIM Kim) of Russia), as well as the practice of intercultural interaction is proposed. The development of a structural and functional interdisciplinary model for conflict prevention and resolution is planned as a future projection.

General summary of the Symposium. The Main Themes of the Symposium 1. The theoretical and

methodological foundations of the study of human interaction with the world and in the world are considered. Are available to consider possible theoretical grounds and approaches in the study of the world: a holistic approach, possibilism, pragmatic approach of the reformist approach, the mediation approach. Actively developing modern conflictology is a system of more or less related scientific paradigms, each of which explains certain sides of the conflict. This is a vivid example of pluralism in science, where conflict is seen as a form of human interaction with the world. The author's concepts are actively declared, ideas and programs are implemented taking into account both the world experience and the Russian mentality. 2. The psychology of conflict, uncertainty and coping is proposed for consideration. The author's definitions of the conflict based on the logic of the system approach and based on the space-time model of the conflict, which includes: "variables – space – time". 3. Human resource capabilities in the changing world are revealed: in the conditions of uncertainty, conflict and adaptation to other cultural conditions. 4. Irenology (the science of peace) and the problem of teaching peace in the world are considered. The definition of the world, the role of Galtung and his theory of the Triangle of violence in the development of Irenology – the science of peace is defined; the Intercultural world is considered as a part of the theory of the Three generations of the world. Educational programs, models, technologies are offered for consideration. 5. The possibilities and limitations of mediation as a technology in conflict resolution are discussed. Empirical studies of the development of conflict and conflictological competence are presented. The effectiveness of the implementation of training programmes for mediators.

THE INFLUENCE OF IDENTITY FEATURES ON ADOLESCENT RADICALIZATION

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The article discusses the problem of counteracting teenagers' radicalization. It's assumed that radical attitudes in teenagers' environment negatively effect the formation and development of society. It's underlined the growing desire to involve teenagers and youth in carrying out extremist and terrorist acts. Also there are considered modern theoretical concepts of radicalization, their specific essence. It's noted that all concepts take into account the role of disturbed or hampered social relationship as a latent factor of radicalization. On this basis we made the assumption about the influence of one's representations about oneself on radicalization. A hypothesis is advanced about the influence of the certainty of identity on the manifestation of radical fanatical and nationalist convictions. Then the purpose, methods and procedure of empirical investigation of the certainty of self-identity and social identity are described, the sample of the study included 140

teenagers of 12 to 14 ages, 49% – male. It's estimated the influence of the variables a) the certainty of self-identity; b) the certainty of social identity on the variables c) the fanatical attitude and d) the nationalistic attitude. One-way ANOVA is used as the main method. The results show that the uncertainty of self-identity reduces teenagers' fanatical beliefs, and the certainty of social identity raises them. The parameters of the identity have no effect on the nationalist beliefs. The main methodological result was the understanding of the possibility of predicting teenagers' radicalization by studying the certainty of self and social identity. From a psycho-correctional point of view, the results can be used in reducing the level of radicalization through changing teenagers' perceptions of self-identity. This study was prepared under support of Russian Science Foundation (RSF) grant, project 17-18-01278

FEATURES OF FACIAL EXPRESSION RECOGNITION BY RUSSIAN AND VIETNAMESE STUDENTS

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Socio-political instability in the world and migration processes give rise to problem situations in modern society. The value of social perception and social intelligence increases significantly, contributing to better mutual understanding and readiness for interaction between representatives of different cultures. The theoretical and methodological basis of the research consists of theories (F. E. Vernon, J. Guilford, M. O'Sullivan, N. Cantor, J. F. Kihlstrom, D. V. Ushakov and others). The following methodological tools were used in the empirical research: 1) the test "Social Intelligence" by J. P. Guilford, aimed at the study of the social and intellectual abilities of the individual; 2) MSFDE (Montreal Set of Facial Displays of Emotion), aimed at studying the ability to recognize facial expression on the faces of our own and other ethnophors. The methods of mathematical statistics were used: Spearman's correlation analysis and comparative analysis using the Mann-Whitney U test. The sample included 123 Russian students and 110 Vietnamese students,

whose average age was 24 years. The study revealed that the success of the facial expression recognition by Russian subjects is related to their greater openness and communication experience, and for Vietnamese subjects to their greater femininity and tendency to seek social support. Thus, it was revealed that a high level of ability to predict the completion of a situation and read non-verbal emotions allows students from Russia to recognize facial expression more successfully, and students from Vietnam, due to their propensity to seek social support, realized through anticipation and flash-forward of actions are equally successful, as well as students from Asian countries recognize facial expression on people of Asian descent. The theoretical and empirical research was carried out with the financial support of the Russian Foundation for Basic Research, grant No. 17-06-00834 "Intellectual bases for the recognition of emotions by representatives of different cultures."

RESOURCE COMPONENT OF PROFESSIONAL CONFLICT COMPETENCE

Mergalyas Kashapov

Lyudmila Savelyeva

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The goal is to study the resource component of conflict competence. The author's methods were used in the study: 1. The questionnaire "Diagnostics of the leading type of response" developed by Kashapov M.M. and Kiseleva T.G.. 2. Methods to determine the level of forecasting in problem situations (Serafimovich I.V., Kashapov M.M.). 3. The methodology "Conflict competence" (M.V. Bashkin, V.A. Gorshkova, A.M. Voskresensky). It is substantiated that conflict competence (CC) as a competence in the field of interpersonal relations is a type of communicative competence. The psychological regularities and mechanisms of functioning of CC are determined. The structural and functional model of CC is developed. CC is an integrative quality of personality, characterized by the presence in its structure of cognitive, motivational, regulatory components. These components of non-additive form a holistic

structure of conflict competence, which has preventive, predictive, constructive, reflexive and correctional functions that ensure the implementation of preventive measures in interpersonal interaction, as well as adequate recognition and constructive resolution of conflicts by the person. CC becomes a resource when the subject endows it with meaning and connects it with the expectation of positive achievements. The leading cognitive education conflict competence is resource thinking as the intellectual ability of a person to find various ways to creatively resolve conflict problems in various spheres of life. This type of thinking is manifested in the ability to adequately recognize the emergence and development of contradictions that form the core of a conflict situation. CC is characterized by a high level of communicative culture.

PSYCHOLOGICAL BACKGROUND OF GENERAL FINANCIAL LITERACY

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Information literacy, ICT user skills are recognized among the leading soft skills by all researchers. The authors of this article share this position, while believing that skills related to the ability to plan and manage finances should be included among the leading soft skills. The authors analyze the terms of «financial competence», «financial literacy», putting forward the thesis that nowadays this concept passed from the category of hard skills to the category of soft skills. A lack of financial competence causes a number of exacerbations: social conflicts caused by the rejection or misunderstanding of economics' laws; intra-family conflicts associated with the inability to plan the family

budget; intrapersonal conflicts caused by unsuccessful purchases and financial losses. The authors diagnosed some components of financial literacy and received subjective assessments of young people, university students in relation to their level of financial literacy. The authors suggest a number of educational technologies that they use in the process of teaching students, for the formation of financial competence; it is a technology of the liberal club and the training of social skills. The systematic use of these technologies in the educational process gives stable positive results in the formation of financial competence among students.

INTRAPERSONAL CONFLICT – THE BASIS IN WORKING WITH PATIENTS

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In psychotherapy, work with patients is built around the identified internal conflict. The authors denote it as an intrapersonal, basic, actual, intrapsychic conflict. In positive psychotherapy there are 4 spheres of conflict resolution: body, activity, contacts, fantasies. For patients with psychosomatic disorders are significant all 4 areas: "body" as a fixation of the state of the patient's physicality; activity as sublimation of insoluble contradictions in the work; contacts as a way of compensation or escape from communication; imagination as a manifestation of the existing alexithymia. In Logotherapy, A. Längle examines the integrity of the relationship of the individual with the world and presents all the dimensions of its existence: physical, social, psychological and spiritual. The first task is the actualization of the basic negative suppressed emotion and the patient's awareness of its connection with his physiological state. The

patient should feel how the internal conflict makes him react to a certain part of the body. The second direction of work: 1) overcoming the conflict with the situation and gaining confidence in people; 2) acceptance of the world as it is, to live in it with joy; 3) accepting yourself and achieving authenticity; 4) finding your meaning of life in this world, overcoming the patient's existential conflict. Example: A patient suffering from atopic dermatitis and bronchial asthma. The result of the diagnostic situation is the patient's awareness of the internal conflict between his natural emotionality inherited from his father and the need to restrain subconscious aggression in situations with which he can't, but is forced to put up with because of good breeding and a certain danger of national traits in the Russian environment. The conflict forced the patient to "react with the skin" and "hold his breath".

BEHAVIORAL STRATEGIES IN DISPUTED AND STRESSFUL SITUATIONS AND METACOGNITIVE MANIFESTATIONS OF SUPRA-SITUATIONAL THINKING AMONG SALES CLERKS OF DIFFERENT SPHERES

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The ongoing social and economic transformations in Russia determine a high level of service as a crucial factor in improvement of the effectiveness and competitive ability among the organizations conducting trade (V.A.Bodrov, T.N.Kriukova). According to various research thinking and personal interaction in sales clerks' activities are interrelated and interdependent (R. Lazarus, S. Folkman, G.G. Scott, V.A.Bodrov, V.V.Znakov, T.N.Kriukova). M.M.Kashapov. Y.V.Poshekhnova proved that metacognitive knowledge and metacognitive activity of a subject help to resolve professional problematic situations effectively. The article presents some research results on personal and contextual determinants of choosing certain behavioral strategies in conflict or stressful situations using metacognitive approach. More than 80 sales clerks of different spheres (furniture, food clothes, wholesale) have participated in the research. It has been proved, that sales clerks in food stores more often use escape behavior in comparison to other groups (clothes: $t = 5,744$ $p \leq 0,01$, wholesale: $t = 5,401$, $p \leq 0,01$). The analysis of probable determinants of choosing

certain strategy has been made. In particular, one of the probable explanations might be the following: escape behavior in stressful situations may be optimal and adaptive in the situations, which are either poorly controlled and highly dependent on intrinsic factors, or when mentioned above behavior prevents destructive relationships (E. Frydenberg, 2002). There is a relation between cognitive qualities and behavioral strategies in conflict situations: the depth is positively related to compromise strategy ($r = 0,350$, $p < 0,01$), operational efficiency is positively related to rivalry ($r = 0,271$, $p < 0,05$) and negatively to adaptability ($r = -0,257$, $p < 0,05$). It has been determined, that generally supra-situational thinking in resolving problematic situations demands temporary efforts and reduces efficiency of choosing a behavioral strategy in stressful situations. The author has proposed the possibility of implementing obtained results in professional support and development of sales clerks of different spheres.

IMPACT OF SPECIALIZATION ON TYPES OF CONFLICT PERMISSION AT YOUNG DOCTORS

Lyudmila Savelyeva

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As a result of the process of social transformation, a person is a participant in many different social groups whose requirements may contradict each other. One of the personal resources is conflict competence, the cognitive component of which is associated with the choice of the optimal type of response in a conflict. To investigate the leading types of conflict response in the first-year residents of various specialties. In total, 73 residents of the Yaroslavl Medical University (35 internists and 38 surgeons) and 14 teachers of Yaroslavl city (Russia) as a control group took part in the study. The survey was conducted on the questionnaire "Diagnostics of the leading type of response" developed by Kashapov M.M. and

Kiseleva T.G. The prevailing method of resolving a conflict situation for all residents, as well as for teachers, was the "Solution". The dominance of the "SAvAg" ("Solution", "Avoidance", "Aggression") type of response was found among internists and surgeons with a predominance of average severity indicators compared with teachers. "SAGAv" type of response, as the most productive, prevailed among teachers compared with surgeons and internists. The identified types of response depend on the medical specialization. It can be attributed to the dynamic characteristics, which opens up the possibility of a constructive influence on their development from the mentors responsible for working with the residents.

PERSONALITY INDIVIDUAL COMMUNICATIVE ACTIVITY

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With a rapid growth of communications modern society requires changes of personality communicative activity that contradicts their desire to keep individual personality. In terms of current changes, it is crucial to study personality's communicative activity. The research aims to provide theoretical and methodological basis and experimental study on personality's communicative activity.

The theoretical basis rests on L.Ya. Dorfman's concept of meta-individual world, V.S. Merlin's integral personality and V.N. Panferov's ideas of functions of communicators. Based on methodological principles, the research is systemically planned and applies diverse methods, procedures, research methods and SPSS. Cross-sectional research and comparative method are used. To validate statistics, SPSS 17 for Windows are used for descriptive statics, Student t-test, Mann-Whitney U test, Pearson correlation coefficient, factor analysis of communicative activity. Ten-year research engaged 1745 individuals, aged between 14 and 40, from different backgrounds: university and secondary school students, teachers, travel managers, economists.

Individual-psychological traits of personality were identified as determinants of communicative activity. Intra-individual subsystem is attributable to newrodynamic, psychodynamic, personal (communicative, emotional, intellectual), social-psychological traits. Whereas extra-individual subsystem involves psychodynamic, personal

(communicative, emotional), social-psychological characteristics.

It is stated that communicative activity has specifics related to age ranges and professional activities. Communicative activity in adolescence and emerging adulthood is determined by psychological traits (newrodynamic, psychodynamic, individual, social-psychological). Common basis of communicative activity for these ages are personality traits (sociability, dominance, diplomacy, courage).

Communicative activity of personality performs certain functions at and professional activities. It provides framework for adolescents and socio-economic professions as it influences personality composition, shaping quality distinctness related to communicative activity levels. Communicative activity of primary school teachers perform meta-individual functions. Comparative analysis of pupils' personality traits shows that those, who are in class of teachers with high communicative activity, are more sociable, dominant, courageous, gentle.

Communicative activity performs adaptive functions in adolescence: adolescents with different communicative activities demonstrate different cognitive, emotional, behavioural coping-strategies. Communicative activity provides harmony in adolescence: adolescents with high communicative activity show higher values and communicative accessibility. Due to high communicative activity intrapersonal conflicts are minimized.

EXPLORING VARIOUS ASPECTS OF FUTURIZATION

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Time Perspective Network External (Copenhagen, Denmark)

Chris Crespo

Nordea Behavioural Economist (Copenhagen, Denmark)

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Göttingen Diversity Research Institute (Göttingen, Germany)

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University of the Republic (Montevideo, Uruguay)

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Saint Petersburg State University (Saint-Petersburg, Russia)

Abstract body. In this cross-disciplinary symposium we are looking into the emerging concept of ‘futurization’ (of thinking, behavior, politics, etc.) and the image of the future from the perspectives of psychology, behavioral economics and sociology. We explore multiple facets of ‘futurization’ in relation to personal identity level, but also on societal level and linking it to diversity, migration, sustainability and human nature and development in general. Decisions made today can have far-reaching consequences for individuals, societies, and ecosystems in the future. Yet far too often, present feelings are so powerful that considerations of future events are neglected: individual interests in the present become fulfilled at the expense of the common interest for the future and the generations to come. We discuss novel solutions that psychology, behavioral economics and sociology have to offer to this classical temporal dilemma – a temporal conflict between short-term and long-term interests.

Press paragraph. This symposium covers the novel concept of ‘futurization’, providing an empirical definition from various perspectives. Dr. Anna Sircova, Head of the Board, Time Perspective Network, Denmark introduces the emerging field of research and applications ‘futurization of thinking and behavior’ in the context of sustainability. Chris Crespo, Chief Digital Strategist, Nordea, Denmark looks at futurization through the economists’ lens and talks about the skills we will need in the near

future. Prof. Elisabeth Schilling of Göttingen Diversity Research Institute, Germany discusses the role of subjective time concepts as part of the cultural capital, influencing individual’s biographies, feelings of belonging, and successful integration of migrants. Alejandro Vásquez-Echeverría, Associate Professor at University of the Republic in Uruguay raises an important issue of the socio-economic status that plays a huge role in how parents talk and structure interactive situations with their children, showing that parents’ time perspective affects the development of cognitive, episodic foresight in their children. Finally, Dr. Olga Strizhitskaya, Associate Professor at Saint Petersburg State University, Russia raises an important methodological issue of how to best measure the concept of time perspective in this context and proposes various alternative methods to the wide-spread Zimbardo Time Perspective Inventory.

General summary of the Symposium. This symposium explores various aspects of the the novel concept of ‘futurization’. Authors of the symposium believe that the importance of being able to think about the future in light of the past and the present is important for a number of disciplines and as such calls for a clear and more rigorous definition of the term. We start out with the working definition of futurization developed by Sircova (2018): “Futurization as incorporation of the future orientation / consideration of future into the process of thinking and in the acts of

behaviour in the present. 'As if' perspective – having future in the focus of attention; considering how this particular action will echo in the future globally and adjusting own behaviour locally". The symposium group combines the fields of psychology, sociology and economics. We also look at the developmental aspects and the methodological measurement issues. Research (Wittmann, Sircova, 2018) shows that individuals differ in their emphasis on present and future dimensions, and psychological time is an essential variable in understanding how people make decisions. A stronger future orientation and a mindful present orientation are positive predictors of sustainable behavior; hedonistic and impulsive present orientations are

negative predictors. Therefore we look closely into the various aspects of psychological time of an individual and that of a group. We are interested in how we can 'futurize', what skills and cognitive abilities we need to have for that, how does that develop over time and what role does the parenting play. We are interested in how the images of the future play a role in sustainability behaviours, saving behaviours, and developing sense of belonging and successful integration and creation of a healthy multicultural society. Our research further explores the potential benefits for transformations towards sustainability of a conscious approach to long-term thinking and behaving.

FUTURIZATION OF THINKING AND BEHAVIOR: DEVELOPING THE EMPIRICAL DEFINITION OF THE CONCEPT

Anna Sircova

Time Perspective Network External (Copenhagen, Denmark)

Päivinen Pinja

Scharf Angela

Kennedy Molly

Nordea Behavioural Economist (Copenhagen, Denmark)

This research explores the image of the future that citizens or laypeople have. What concepts and imagery do they associate with the term 'futurization'? What are the expressed and unexpressed hopes, dreams, fears and anxieties? We believe it is important to explore those since they will be attached and reflected in the public opinion creating largely unpredictable emotional responses and perceptions, when the term 'futurisation' is used in different contexts, such as policy making. Research shows that individuals differ in their emphasis on present and future dimensions, and psychological time is an essential variable in understanding how people make decisions. A stronger future orientation and a mindful present orientation are positive predictors of sustainable behavior; hedonistic and impulsive present orientations are negative predictors. Our project aims to identify opportunities to foster long-term thinking in individuals or explore the 'futurization of thinking and behaviour'. This research explores, for

example, the potential benefits for transformations towards sustainability of a conscious approach to long-term thinking and behaving. The project links research perspectives on future challenges and sustainable actions in daily life of an individual. We are aiming to provide insight on: What are the mechanisms we can use to see the possible futures? How can we bring these desired futures closer and turn them into reality? In our first pilot study of the concept we have noticed that people tend to shift the discussion from 'futurisation' to 'future' as a familiar concept. Therefore, in the next steps we plan to look more in detail into both concepts and contextual ideas attached to them, in order to clarify the definition of 'futurisation' and separate it from 'future'. If futurisation is the act of making what we think will happen in the future a reality, then the future is going to be very technology-driven, operated by robots or men in mostly colorless environments, yet we still feel curious and optimistic about it.

DIVERSITY OF FUTURE PERSPECTIVES – PERSPECTIVES ON FUTURE DIVERSITY

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Tianna Loose

University of Nantes (Nantes, France)

This paper aims to show subjective time concepts as a part of the cultural capital, which influences the individual's chances, biographies and the feelings of belonging. Further it shows the meaning of the time perspective for a successful integration of migrants. Currently there are many different migrant groups in Europe; the existing diversity could be described with the terms of time and time perspectives. This temporal description might be less discriminative and more neutral, which could help to create educational and integrational programs for the newcomers and promote equality of different cultural origins and diversity of the life styles. Theoretically this paper leans on the concept of time-collage (Schilling, 2005) describing the diversity of time approaches and possibilities to learn a transcultural time approach. It is argued that cultural contacts between the migrants and the local and the established population produce diversity in every area of life. One of these areas is the subjective understanding of time or of „the language of

time“ (Hall, 1983), including punctuality, effectivity or planning concepts, which are crucial for the successful integration of migrants, e.g. for their success in an educational system or in the job. The paper investigates a possibility to access high-quality data about migration and adjustment to the host society. We propose to conceptualize time as an informative frame for social movements and changes. Asking in narrative interviews about the time issues allows to access both: complex sense structures of the individual life world and the interpersonal, social, transferable structures of time use. Furthermore, speaking with the respondents about time alleviates the access to delicate or painful issues and helps to verbalize implicit or unclear contexts. During the presentation we would like to reflect on the process and the outcome of the data gathering. How and whom should we ask about the time perspective in order to get much complex background information about the life perspective? This would be the main point for the further discussion.

PARENTAL TIME PERSPECTIVE AND SOCIOECONOMIC STATUS ARE RELATED TO THE DEVELOPMENT OF EPISODIC FORESIGHT IN PRESCHOOL CHILDREN

Alejandro Vásquez-Echeverría

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Many cognitive and affective processes are subject to intergenerational transmission from parents to their offspring. But the extent to which there is an intergenerational transmission of temporal psychology constructs is unclear. Also, when exploring these effects, it is crucial to consider the socioeconomic status (SES), that was posited to be provoking some specific temporal orientations. We explore this issue in two studies relating temporal psychology constructs in adults (consideration of future consequences and time perspective) with their children episodic foresight (or episodic future thinking), i.e.: the extent humans are capable to project the self to the future. Dyads were formed by the child most knowable person (usually the mother) and their preschool aged children. In the first study, carried out in Uruguay, we used the considerations of future consequences scale (CFCS) in adults and two tasks to assess episodic foresight in children. We found significant correlations between CFCS-immediate subscale scores and child foresight score, but also significant differences in measures given

family-SES. In the regression model, this significant effect vanished as we introduced the maternal education as covariate. In the second study (in Portugal), we used in the Zimbardo Time perspective Inventory (ZTPI) as time-invariant predictor of episodic foresight, assessed in a repeated measures design. We found a significant correlation between parental ZTPI present fatalism subscale scores and child episodic foresight scores. Using a hierarchical linear model, controlling by parental education, this effects only holds as predictor of the intercept (emergence) of episodic foresight in the children. Taken together, our results suggest the parents time perspective affects the development of cognitive, episodic foresight in their children, by means of how parents talk and structure interactive situations. But also, our results suggest that these processes are both SES-related. We propose that the effect of parental time perspective over the development of episodic foresight could be better explained by a mediation model.

ALTERNATIVE APPROACHES TO EMPIRICAL STUDY OF TIME PERSPECTIVE

Olga Strizhitskaya

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In the recent years solid body of research was focused on Time Perspective (TP). TP was associated with motivation, psychological well-being, and the variety of objective and subjective outcomes. Surprisingly, in this important and intensively studied field just few methods are used. Probably, most well-known and widely applied method would be Zimbardo Time Perspective Inventory (ZTPI; 1999). Being most widely used it also received some critique. Particularly, the design of the questionnaire includes different amount of scales for different modules of time (past, present, future). The inventory had also some connotations with cultural specifics, most pronounced between Eastern and Western cultures. In the present study we would like to consider alternative methods to study TP: semantic differential, emotional attitude to TP and life events analysis. Semantic differential (Wasserman et.al., 2009) is based on cognitive estimation of past, present and future. It is associated with such characteristics as activity, strength of time and shows consistent correlations with different

behavioral characteristics such as coping strategies, self-regulation strategies etc. Emotional attitude to TP is based on a relatively sincere evaluation of emotions induced by past, present and future on a scale from 1 to 10. This clear and simple method shows consistent correlations with self-esteem and self-attitude, particularly it was shown (Strizhitskaya, 2006) that past was significantly associated with self-esteem while future – with self-attitude. Most complicated method among mentioned above would be life analysis. This approach uses qualitative analysis of the events one had, has and might have in the future. This method gives a broad range of information about TP, life patterns, and is probably most close to one's real life. All the methods mentioned above, including ZTPI, cover some particular area of the TP. At the contemporary stage of research and scientific science in the field of TP there is a need to approach it from a more comprehensive perspective, combining these methods instead of concentrating on promoting only one.

DARK FUTURE AND THE ATTITUDES TOWARD GLOBAL RISKS

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This project presents an empirical study of Russian students' attitudes regarding global risks (N = 547). The socio-psychological predictors of person's attitudes toward global risks and relationship between future anxiety and beliefs about the world were analyzed using SEM. Results indicate that the anxiety about the future is associated with low social trust and a sense of injustice. It raises anxiety about global risks, but does not affect a person's readiness to act to prevent them. Three groups of beliefs were identified that perform different psychological functions when coping with information about global threats. The first one has a protective function in the conditions of lack of social resources: conviction in the injustice of society, distrust to social institutions, as well as the conviction in predetermined destiny, block participation in collective actions to prevent risks, increase apocalypticism and increase orientation to radical decisions. The second group has a stabilizing function, contributes to coping with anxiety before global threats through increasing adherence to group norms: religiosity; orientation toward respect for authority; purity and sanctity

in moral evaluations reinforce the conviction of the need to return to traditional values and tighter control over citizens to prevent catastrophe. Conservative beliefs help to increase manageability and mobilize society in the face of disaster, but at the same time they shift public consciousness to "restrictive" measures, which may not be enough. For example, the merely restrictive approach to the prevention of man-made risks weakens social trust and makes it difficult for the public to enter a dialogue to develop rules for using the new technologies. Third group of beliefs functions as pre-adaptation to the threats of the future through increased tolerance for uncertainty: beliefs in a person's ability to determine their present and future, an orientation towards justice and caring for people, a belief in social complexity, the presence of various solutions in the same situation, and a belief in the justice of the world support an orientation towards forecasting and preventing global threats through cooperation. These beliefs help people to resist the temptation of simplified, populist, radical solutions. Perspectives of further research are proposed.

PERSONAL IDENTITY IN THE CONDITIONS OF MULTI-VECTOR CHANGES IN SOCIETY

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Abstract body. Socio-cultural transitivity within the circumstances of modern existence calls for the necessity to reconsider the problems of personal identity and peculiarities of its determination by fluctuating modernity (Z. Bauman). The identity of a personality is determined by general trends of these fluctuations: information dominance in society, its active political reconstruction, postmodernity of social ideology (world view), growing virtualization of existence, etc. Information dominance has expanded variability of replaceable social images; philosophy of postmodernism has legitimized the right of every individual to be different from other individuals; virtualization of existence has reduced the danger of disapproval. The influence of the above-mentioned processes on personality self-identification is discernible in different ethno-cultural spaces. The papers submitted to the Symposium analyze the specifics of personality self-identification in multinational border territories of neighbouring states. National identity and the specificity of its dependence on historic experience at the age of globalization are also dealt with.

Press paragraph. Personal identity is one of the key concepts in psychology. Its status and interpretation in scientific discourse are conditioned by general trends in social development: transitivity and overall dynamic growth, active political reconstruction, postmodernism of social outlook, etc. Understanding what is happening with personal identity is aggravated by the fact that general trends of postmodernism in different ethno-

cultural spaces of existence are actualized differently. Personality involvement in political and economic changes that make it over-identify and transform its self-identification is also diverse. The papers presented at the Symposium are research results of Russian, Ukrainian and Armenian scientists well-known for their work in the sphere of personal identity problems and social processes that condition its transformation. The said papers analyze the specificity of personality self-identification in multinational border territories; national identity and the specificity of its dependence on historic experience at the age of globalization are also dealt with. Much attention is paid to the specifics of personality self-identification within the context of increasing virtualization of existence. To create a common future, it is necessary to help all and each find their place and role within this common movement.

General summary of the Symposium. Personal identity is one of the key concepts in psychology and related sciences. Its status and interpretation in scientific discourse are conditioned by general trends in social development: transitivity and overall dynamic growth, active political reconstruction, postmodernism of social outlook, growing virtualization, etc. Under new circumstances of our existence, the role of the subjective (author's) position in self-identifying is increasing. The humanistic, existential traditions in psychology, the subject-existential approach to the analysis of personality problems create theoretical grounds for analyzing the natural links between the characteristics of the «fluid modernity» and the self-identification of the

personality. The purpose of the symposium is to determine the features of the problems of personal identity in various ethno-cultural areas of existence, which differ in involvement in political and economic transformations. The reports of scholars, known for their work in the field of personal identity problems and social processes that contribute to its transformation, present the results of the research carried out in Ukraine, Russia and Armenia. Among the issues addressed are: features of self-identification of individuals on multinational territories; the nature of the dependence of national identity on historical experience; features of self-identity in

the context of the increasing virtualization of existence, etc. The papers emphasize the role of personality as subject of self-identification. They demonstrate the constructive approach in widening the rate of our ideas concerning the borders for existence essential for personal self-determination. It is important to comprehend one's life as a component of a historical chain of events; become aware of the neighbouring countries' role as a source for personality self-identification and life building; treat and use virtual reality as an instrument in solving real problems, etc.

PERSONAL IDENTITY IN THE CONDITIONS EXISTENCE VIRTUALIZATION

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The emergence of the Internet has led to the expansion of the communicative field of the personality, has changed the nature of communication, provoked the accompanying effects. The subject-existence approach to the personality realized in our research focuses on the intensity and quality of the activity of the individual in the virtual space of existence. The research involved 132 people aged from 19 to 25 years. The author's questionnaire and the FIRO-B method (U. Schutz) was used to assess the respondent's own behavior and partner's behavior in three areas of interpersonal needs: inclusion, control, affect. The research showed that the main reasons for the activity of the individual in the virtual space are the motives of communication, affiliation and self-affirmation. Individuals need to confirm their identity in relations with another person and it is achieved more easily in terms of virtual communication. A person in virtual reality dispenses self-opening, creates the desired impression of himself, i.e. manipulates the creation of identity. The study revealed a high focus of the subjects of virtual

communication on their own activity in the field of inclusion and control. Exactly the ability to be a subject "for two" (for yourself and for a partner in virtual communication) in the area of inclusion and control makes it more achievable to receive the necessary identity for the individual to confirm his identity in relations with the other person. Thus, the virtualization of the relationship of the individual increases the risk of simulation and distortion of the process of self-identification due to the lack of a true dialogue with a partner. The research highlighted two categories of users. Those whose life in virtual reality is organically combined with life offline, creating additional resources that increase the possibilities for self-realization and adequate self-identification. And others who "hang up" in the virtual space, to whom segregation of a separate aspect of existence (virtual existence) is inherent, when communication in virtual space from an instrument, facility that expands the possibilities of a person's real life, turns into an unsaturated need subjugating a person, making an individual dependent on false self-identification.

CRISIS OF A PERSON'S GENDER-BASED IDENTITY. PERSONAL IDENTITY IN THE CONDITIONS EXISTENCE VIRTUALIZATION

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Gender-based identity is a primary personality characteristic being developed through gender-sensitive social engagement. From an early age a person takes over previously preset behavioral strategy. Though the present-day world enables building up variable behaviour within actualization of gender-based identity. Bipolar and androgynous models of gender-sensitive social engagement are prevailing, though social and cultural back up of a person's social engagement is increasing in terms of multi-polar gender-based identity model. It is typical for the multi-polar model not male turns into female or female turns into male but that the general idea of the male and female concept is changing. A personality takes on an opportunity to fill themselves with subject matter as male or female. Therefore it becomes more difficult for a personality to actualize the gender-based identity that presents steady self-awareness as male or female and provides an opportunity to be themselves, to preserve authentic being. This internal process being complicated by external ever changing samples of male and female, by social and cultural transformations in community, provides the groundwork for crisis of a person's gender-based identity, for the loss of

integrity of life, of self-perception as male and female. In case studies of gender-based identity crisis experience among women, they mark: a role conflict, fear of being successful, various types of depression (inferiority feeling, a housewives symptom, learned helplessness and others); excessive affiliation feeling; fear of losing femininity. Gender-based identity crisis among men is manifested by: achievement need; keeping hierarchical masculine community; mental spend on homo-sociality, experiencing consequences of aggressive behaviour and violence, backing up the myth of outsized masculine sexuality, fear of gaining femininity. A person's gender-based identity crisis is a simultaneous or consecutive discrepancy of internal gender-based identity components and with external gender-based extents. By means of filling their gender-based perceptions with new personal content, by going through positive gender-based self-esteem, a personality enlarges their gender role repertoire and achieves, actualizes and confirms their gender-based identity in various gender extents: environment extent, that of body and activities. Crisis of gender-based identity enables a personality to find new resources and principles of their being.

SELF-DEVELOPMENT OF PERSONALITY AS A PROBLEM OF MODERN SOCIETY

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Self-development of personality as a problem of modern society. Lupenko N. N. Modern society dictates its conditions for the development of the individual. In the context of the theory of K. Rogers, the trend of self-development is the process of implementation of the human throughout the life of their capacity with the aim of becoming a fully functioning person. From the first days the person is engaged in self-development, complicating and developing in various directions. Self-development is a necessary condition to maintain a professional shape in such professions as teacher, psychologist, tutor, coach etc. the Modern market of services in excess of offers different products trainings, library, video, audio courses, by which the person taught, by Express method. However, the excessive over-saturation of the services offered, the high load allows us to talk about self-knowledge as a problem. In a society where a

person develops additional skills in a short time, there is a danger to work at the limit of their capabilities, leaving no time for rest and assimilation of the experience. Hence the identity is a violation of physiological and psychological balance. There is a psychological saturation, which has already been mentioned, foreign researchers (K. Levine, A. Karsten) and domestic scholars (I. Soloviev and later T. V. Hramina). Psychological saturation is a psychological state of reduced efficiency, loss of interest in work, an active desire to change it, characterized by a sense of irritation. Today, psychological saturation acquires new facets, increasing relevance and the need to adapt to new conditions. Before the person becomes a new challenge in choosing the means that will fully be able to meet the need for self-knowledge, to preserve psychological health.

MOTIVATION IDENTIFICATION IN VIRTUAL SPACE: THE PERSONALITY PREDICTORS AND CORRELATES

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In the new century, the relevance of scientific justification of objective markers of the process of personal identification is due to the fact that, thanks to the development of web 2.0 technologies, in particular, social media, the subject actively integrates its real life into the online environment. The analysis of these processes shows that only some aspects of identification of the person on the Internet are identical to those in real life, and some are not explained by the classical models of personal identity developed in the world psychological science of the previous century. To conduct the study was applied a specially designed instrument – questionnaire "Motivation for online activity." The obtained data were complemented with indicators of the questionnaire of R. Cattell 16 PF (Form C). In the process of the study included 188 respondents (all of them are users of social media). The sample was divided into two age groups: 18-25 years (group I; 108 people, including 66 women and 42 men) and 26-35 years (group II; 80 people, including 52 women

and 28 men). For data processing we used multiple regression analysis (MRA) and Pearson linear correlation method. In the theoretical part of the study, based on the analysis of a wide range of sources, four types of motives for online activity of the individual are identified: "obtaining information"; "entertainment"; "social interaction"; "personal identification". These motives in the form of the main scales are incorporated in the questionnaire "Motivation of online activity". We present data that allow us to identify psychological predictors and correlations of motivation "personal identification" and factors by Kettell in the respondents of both groups. In young women (18-25 years) predictor of this type of motivation is openness, attention to people, willingness to cooperate (a+). Correlations were found with internal tension (Q4); sensuality, dreaminess (I+), practicality (M-), anxiety (O+). The motive of personal identification in young men is related to the qualities: independence, self-confidence, originality, firmness (E+), as well as refinement, ambition (N+).

HISTORICAL EXPERIENCE AND NATIONAL IDENTITY IN THE ERA OF GLOBALIZATION

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The influence of globalization is associated with the danger of losing national traditions, the destruction of the traditional value system. At the same time, the processes of globalization open new opportunities for revealing the creative potential of historical and cultural traditions in the realities of the modern world. The study of the historical experience of youth in the context of globalization allows identifying the main vectors of the transformation of the value-semantic content of national identity, which makes the civil community a single people. Historical experience includes not only knowledge of historical events, but also the living of the subject in them within the framework of one's own idea about this historical event, which determines its own psychological content.

Comprehending the past, one encounters an existential problem, in the solution of which he tries to find the meaning of a certain historical event for the community to which he attributes himself, and for himself personally as a

representative of this community. Thus, historical experience is an integral component of the existential experience of the individual and, turning to the past, a person gets the opportunity to go beyond his biographical extremity, to comprehend his life as a link in the chain connecting the past and the future, which generates feelings and experiences like nostalgia, pride, pain, shame. The "points of crystallization" of the historical experience of the individual and the group are not only historical events, but also historical personalities that personify the people. The presence in the mass consciousness of stereotyped images of symbols and widespread images of national real and fictional heroes, as well as a clearly formed concise image of the representation of one's people as a single, integral characteristic, the unity on the basis of common heroism and conquests determines the significance of historical experience in the formation of the national self-consciousness of the individual.

ADOLESCENTS PERSONAL IDENTITY FORMATION UNDER CONDITION OF SINGLE CRITERIA OF INTERPERSONAL COMPARISON

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Victoria Egorova

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Self-realization in specified type of activity depends on person's psychological maturity. Its sufficient indicator is developed personal identity. Developed personal identity manifestation is full consciousness of personal traits, abilities, interrelation with social environment. Adolescent involvement in professional learning of activity that is directed to maximum results achievement (sport, ballet) evokes onset of single criterion of interpersonal comparison: success in learned activity. Mono-criterion of interpersonal comparison and constraints of social experience acquisition connected with involvement in professional and school learning cause narrowing of adolescent self-consciousness, personal development complication. The aim of investigation is revealing degree of self-concept narrowing in adolescents involved in sport and ballet professional development. Resources of prevention of adolescents self-concept narrowing were also investigated. Participants of investigation were 442 adolescents 12-15 years

of age: 190 school children that were not involved in early professionalization, 162 athletes, 90 students of ballet school. Level of adolescents' self-presentation was registered by means of "Who am I" method.

Program of psychological support of adolescents' self-concept development was worked out. Investigation results shows that athletes and ballet school students demonstrate lower level of self-presentation than school children that were not involved in early professionalization. Athletes demonstrate lower level of self-presentation than ballet students. Formative experiment directed to self-consciousness development conducted in group of athletes with low level of self-presentation results in increase of athletes' self-presentation level. Investigation results demonstrate possibility of adolescent athletes and ballet students' self-presentation narrowing prevention. It is important for prevention of professional retirement crisis prevention.

UNCONFIRMED IDENTITY AS AN INDICATOR OF SOCIAL FAILURE OF PERSONALITY

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At modern speed of social changes, the risks of their invasion of identity increase, so the options for preserving the internal integrity of the person, focus and constancy become the subject of psychological researches. In the conditions of the rapid transformations of social spheres today it is possible to highlight socially successful and socially unsuccessful people. Thus that a person's need for success is the basic source of activity and the desire to express oneself, the experience of social failure has a negative effect on personal identity. Is the result of self-identification of socially unsuccessful people is unshakeable confidence in their own reality and identity? In the first stage of the study, 163 people aged from 18 to 28 years took part in determining the structure of identity. It was determined that in the structure of personal identity 5 categories can be highlighted as categories describing the self-identification characteristics of a person: person's character, individual style of activity, orientation, behavior, temporal vector of features. Further, on the basis

of the data obtained, factor analysis was carried, using the method of principal components with rotation using the varimax method. As a result, 3 factors were obtained, which explains 66.9% of the research data of the experimental group (198 people). The analysis of the selected factors leaves external / internal self-identification features and a dynamic, temporary factor. We refer the character and orientation of the personality to the internal features of the identity, the individual style of activity and the behavioral characteristics of the personality to the external. The temporary factor is "cross-cutting", that is, each of the features mentioned above can manifest itself in a person in the past, present, and future. The methods of mathematical statistics (t-Student's criterion, single-factor dispersion analysis, N = 100 people) made it possible to determine that in terms of prolonged social failure, the temporal vector. With long-term experience of social failure, a person does not identify himself through the categories of "plans for the future", his personal life plan is broken.

FOUR-FACTOR MODEL OF PERSONALITY: SUBJECTIVE EXISTENTIALISTIC

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The subjective existentialistic approach to personality, as a specific type of existential approach, allows to reconsider the issue of personality development and becoming, taking into account the integral character of such duality as Personality (Subject) and its Existence (World). The meta position of Personality-Existence allows to interpret the child's development as expansion of personal beingness in the relations: Me-World, Me-You, Me-Them, giving the grounds for distinguishing ontogenetically forming types of co-existence as positions in co-existential dyad relations. We have developed and tested a questionnaire diagnosing the specific features of dispositional reaction. The method uses a multiscale questionnaire (18 reaction positions) with results presented in an individual dispositional reaction profile, containing 232 questions grouped into scales corresponding to co-existential positional dichotomies, e.g.: Basic aggression – Basic fear of destruction, Power – Submission, Might – Incapability etc. Validation of the method demonstrated a sufficient level of basic psychometric reliability and validity indices: Cronbach's alpha internal consistency of the questionnaire in general – 0,93, test-retest

reliability – 0,85. The empirical validity of every single scale of the questionnaire varies between 0,7 and 0,83. Factor analysis followed, based on the resulting data obtained.

Being factor models of personality often based on lexicographical approach (e.g. five-factor personality model by P. Costa and R. McCrae), our model bases itself on the dispositional reaction formed ontogenetically in co-existential dyad relations (Child-Mother). One reacting position is identified with the person, and the other pole is projected into the outside (e.g. Power-Submission co-existential dyad). The factor analysis of reacting positions manifestation degree resulted in obtaining four statistical populations which explain 67,2% of the research data of the experimental group (219 people). The factor analysis involved: SPSS software, version 17,0, dominant component analysis with varimax rotation. The highlighted factors allowed determining certain step-by-step trends in utilizing the positions in co-existential dyad relations. Diagnosing the dispositional reactions manifestation degree allows interpreting and forecasting personal behavior, planning psychological support in situations of crisis.

PSYCHOLOGICAL AND PSYCHOPHYSIOLOGICAL ASPECTS OF PROFESSIONAL DEVELOPMENT IN THE THIRD AGE

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Abstract body. The symposium will focus on the issues and prospects of professional development in the "third age" period. The theme of the symposium is of particular relevance due to the recent pension reform that increased the official retirement age in the Russian Federation. Although the reform entails a gradual increase in the retirement age, it does not suggest any additional psychological support, despite the fact that 63% of the older-age population do not intend to continue their professional activity. The "Psychological and psycho-physiological aspects of professional development in the third age" symposium aims to consider the complex of the cognitive functions, psycho-physiological, and psycho-social parameters that determine professional activity in late age. The symposium will address the following issues: • psychological and physiological aspects of aging; • predictors of professional development in the third age; • psychological barriers to professional development in the third age; • compensatory mechanisms for cognitive decline of the third age professional; • cognitive technologies for the prevention of psycho-physiological and psychological changes in the "third age"; • university of the third age as a factor in psychological longevity; • professional activity as a factor in psychological well-being in the third age; • professional development prospects in the third age.

Press paragraph. The process of ageing raises a number of questions in economic, political and social spheres of life: increase in generation gap, conservative electorate, and decrease in professional and social activity. All these lead to an important question of professional development and longevity in advanced age.

Symposium "Psychological and psychophysiological aspects of professional development in the third age" is aimed at complex investigation into cognitive functions,

psychophysiological and psychosocial parameters that define professional activity in the advanced age. Throughout the Symposium the following questions will be discussed: predictors and perspectives of professional development in the third age; psychological barriers of professional development in the third age. The following people are to take part in the Symposium: experts in the field of psychology of professional development whose interests are in the field of third age professional development; gerontologists from Russia and Switzerland who can give a profound characteristic to the third age both from the point of view of negative and positive changes; experts in professional health psychology will explain what allows to keep psychological and somatic health; psychophysiologicalists will speak about the norm and pathology of involution processes

General summary of the Symposium. The population aging causes a number of social, political and economic problems. The social problem manifests itself in the disintegration of the society due to the huge social distance between the elderly and the other age groups, which is determined by the well-established negative attitude towards the elderly. The political problem is that the elderly age group is becoming a significant share of the electorate, aimed not at progress and development, but at conservatism and consumption. The economic aspect of the problem is manifested in the burden that old-age people impose on the state economy. Various attempts to solve these problems are being made both at the legislative level and at the level of social policy. In connection with the pension reform implemented by the Government of the Russian Federation that aims to increase the retirement age, studies focusing on the psychology of the third age have become relevant. The core focus of these studies is the social and professional capabilities of working pensioners, overcoming the ideas of old age as

the age of decline in social and professional activity, intellectual abilities, disorganization of value orientations and other destructive development trends. The symposium will discuss the following issues: psychological and psycho-physiological aspects of aging; predictors of professional development in the third age; psychological barriers to professional development in the third age; compensatory mechanisms of cognitive decline in the professional activity of the third age professional; cognitive technologies for the prevention of psycho-physiological and psychological changes in the third age; University of the third age as a factor in psychological longevity; professional activity as a factor in psychological well-being in the third age; professional development prospects in the third age. The symposium will discuss the psychological and psycho-physiological aspects of aging, reduced functional capabilities of mental processes, their strength and mobility: difficulty in finding information, reduced vocabulary, reduced pace of mental activity and other undesirable but inevitable deformations of mental activity due to age-related changes. The social situation at a later age is characterized by a greater variability of individual development, due to the state of health, marital status, and economic support; living conditions, value orientations, social and professional involvement, social stereotypes of past experience, changes in cognitive processes and subjective life styles. The multidimensionality of the social situation of elderly and old people makes it difficult to determine the psychological structure of their personality. The systematic factor in arranging the social situation is the prevailing activity. At the same time, the influence of negative social factors on the psyche of the elderly should be emphasized: the deterioration of the financial situation, social loneliness, loss of social and professional identity, loss of loved ones, and costs of social well-being. These factors exacerbate the decline in the ability to adapt and the full social functioning of the third-age person caused by the involutinal processes. The psychological distinctiveness of the late age is due to changes in the social situation of development and the nature of the prevailing activity, which in turn leads to the restructuring of the third-age individual's personality. Based on

the personality structure by K. Platonov, which includes the following substructures: biopsychic properties, mental processes, experience and orientation, the structural changes in the personality at this age are characterised. Numerous studies of psycho-gerontologists have noted changes in the psycho-physiological processes associated with the weakening of general health, as well as the appearance of signs of pathology. These changes require special analysis, but in general, people of this age who are overall healthy do not undergo a serious restructuring of this personality substructure. The second substructure of personality – features of mental processes – undergoes major changes. Emotional-volitional processes are accompanied by a sense of psychological discomfort, increased anxiety, and decreased volitional self-regulation. Mental processes slow down due to the involution of the central nervous system: the functions of the sensory and psychomotor systems, and memory are reduced. The decrease in the brain activity of a late-age professional affects both cognitive processes and sensory abilities. There is a decline in the sensitivity of visual and auditory perception. In addition, at older age, the functioning of perception is significantly influenced by sensory deprivation. I. Davydovsky emphasized that changes in the type of adaptation processes in late age, the rapid transition from an open system to a closed one, is due to the influence of sensory deprivation. The "closed system" implies adaptation mechanisms that come from life and professional experience, but such mechanisms in many respects try to replace the deficient cognitive functions of the elderly (memory, attention, etc.), which accelerates their regression. Life and professional experience play a special role in the restructuring of the personality. If life experience has a positive effect on the elderly people's life, the significance of professional experience depends on the person's employment, the content of their past profession, their socio-professional role and value-meaning orientations of the individual. Preservation of social and professional experience is often accompanied by the development of negative personality traits: the loss of the social and professional role and status "generates the disharmony of own own "I"; the stagnation of

personal development leads to inadequate relationships with other people; adherence to previous ways of implementing activities and behaviours leads to stereotyping and reduces the ability to adapt to innovations. The greatest changes in the personality structure of elderly and old people occur in the orientation substructure: value-meaning and need-motivation spheres that determine the activity and style of life. The most significant transformation of orientation includes the disagreement of value orientations between people of late age, the youth and the mature: the strengthening of intergenerational conflicts, cognitive dissonance and ageism. The decline in socially and professionally significant achievements initiates the development of learned personal helplessness – the habit of living without constructively resisting failures, adversities and difficulties. The narrowing of social contacts and the reduction of communicative activity result in social loneliness and forced autonomy. Thus, a theoretical analysis of the personality restructuring in the third age necessitates the discussion of changes in the social development situation and the content of the prevailing activity. First of all, these structural changes affect the substructure of orientation and experience, the processes of higher mental functions change and slow down, the psycho-physiological properties deteriorate. These changes lead to the development of destructive psychological formations that negatively affect the elderly people's quality of life. Along with the acknowledging the negative trends of aging, the researchers point out some positive aspects: the mental development continues throughout life, has no age restrictions and does not exhaust the potential possibilities of self-realization in old age. The approach to the late age as a period of development appeared in the last quarter of the 20th century (M. Alexandrova, L. Antsyferova; T. Karsaevskaya; O. Krasnova; A. Lidars ; V. Slobodchikov, E. Isaev, P. Baltes, D. Bromley, D. Kausler, K. Shaii, K. Riff, V. Sullivan, etc.). These researchers of late age emphasize that the aging process is not a systematic decay of an individual's psychological functions; it is a process of alternating periods of losses and gains. For example, involuntal changes in vitality, decline in mental abilities are

compensated by the development of positive formations to overcome destructive age-related phenomena: actualization of self-regulation, development of social and labour activity, the emergence of new positive values, finding new life-affirming meanings, etc. The reflection of positive significant events of the past life has a positive effect on the individual's emotional well-being and positive self-esteem. The above formations can act as predictors of professional development in the third age, as personality traits that determine the presence of the professional path at this life stage. In the context of the professional path the symposium will discuss the issues of psychological barriers, which significantly hinder or complicate professional activity in the third age. According to M. Markova, barriers to professional development arise under the influence of various processes of aging, professional deformation, professional fatigue, prolonged mental stress caused by difficult working conditions, as well as professional development crises. Professional development barriers are multifunctional. From E. Zeer's point of view, in some cases they have a negative effect on professional development: they disorganize professional consciousness, promote maladjustment, stagnation, and deformations; in others, on the contrary, they stimulate productive personality development. The barriers can be both internal and external. External barriers are unfavourable socio-economic conditions, difficulties in the implementation of activities, deterioration of interpersonal relations and psychological climate in the group, which may be related to age. Internal psychological barriers of the third age professionals are: professional crisis, when the professional requirements subjectively do not correspond to the professional's abilities and capabilities; crystallization of professional experience and acquired professional destructions. These barriers make it difficult to adapt to professional activities, which leads to a decline in social and professional activity, a loss of meaning and professional prospects. In the context of psycho-physiological changes, it is also worth considering the issue of compensatory mechanisms of cognitive declines in professional activity of third age professionals. According to national studies, the psychological

organization in the third age is restructured, which affects the whole system of a person's self-regulation. At the same time, compensatory mechanisms are capable of ensuring normal cognitive functioning at this stage of cognitive adaptation, which are determined by both a qualitative change in the intellect and a change in its structural organization. The manifestation of compensatory mechanisms is observed in the speed of performing operations, since in the process of aging the speed of information processing, information retrieval, and operating images decreases. But in this context, it is interesting to study the ratio of the speed of work of young typists and their colleagues of the third age, since in the experiment both groups of subjects showed the same speed of work. The reason for these results was that the typists of the third age compensated for the decrease in the reaction speed by looking at the text in advance and keeping it in memory longer. It should be noted that compensatory mechanisms are formed by applying the acquired professional experience, as well as verbal skills that do not change with aging. This raises the question about the methods and technologies for the prevention of psychological and psychophysiological changes in the third age, since the success of professional activity at this age stage depends on the state of cognitive processes. A promising direction in addressing this issue is cognitive technologies. Characterizing cognitive technologies in a wide context, G. Malinetsky understands them as "methods and algorithms for achieving the subjects' objectives, based on the information about the processes of cognition, training, communication, information processing by humans and animals, on the concepts of neuroscience, on the theory of self-organization, computer information technologies, mathematical modeling of the elements of consciousness, a number of other research areas that were recently related to the field of fundamental science". Cognitive technologies are one of the main trends and drivers of the modern IT sphere. Cognitive technologies in the field of IT involve the development of calculations based on cognitive models that are able to cope with a large amount of unstructured data. We can say that machines have become capable of "thinking", learning and assessing. For the third

age requirements, the developments in the field of virtual and augmented reality are promising, since simulators that can be based on these technologies will allow for training deficient cognitive functions, and various types of applications, assistant devices will help cope with tasks requiring operating new information, as well as monitor cognitive loads and the state of cognitive functions. Another area of cognitive technology is learning technologies. French scientists E. Loarer and M. Yuto describe "cognitive learning" as one of the areas of research in psychology and one of the trends of pedagogy. The main objective of education is developing the entire complex of mental abilities and strategies that allow for implementing the learning process and adapting to new conditions. In the context of cognitive mastery, the emphasis is not on absorbing certain information, but on building links between phenomena, encouraging participants to dialogue, research thinking, and enhancing cognitive activity. With this approach to learning, rational activity is associated with serious cognitive work, which contributes to the growth of mental activity. Additional education in the third age, which may be a condition of psycho-aging longevity, requires studying. This age category is engaged in the university of the third age. According to T. Gnante, institutions of this type are focused primarily on intergenerational interaction, maintaining activity and developing the third age individual's personality. Universities of the third age are not aimed at providing higher education and profession: it is rather a kind of pastime for a person of the third age. The courses in educational institutions of this type teach both specific practical skills, such as 'computer literacy', and courses that provide knowledge in the field of psychology, culture, history and economics. The learning process itself is different from the usual one, here the basis is the personal activity of the participants, who are in close contact with teachers and choose what they want to do. The process of learning at the university of the third age allows for preserving and maintaining the cognitive processes in the third age. The skills that people of the third age acquire in the process of education at the university of the third age can be useful not only in everyday life, but also in continuing their

professional activities. Since the continuation of professional activity does not imply that a person remains in their previous position and profession, there may be qualitative changes, for example, mastering computer skills will allow a person of the third age to work in an office. In general, the third age is characterized by a number of negative changes, both psychological and personal, but this age is given a different characteristic. P. Lasslet characterizes the third age as the culmination or even as the prime of human life, a time of complete personal self-realization, in a sense this is the period of achievement of "acme". So the third age is seen as a psychologically successful period of life, but this is at odds with reality. As a result, the question arises of what determines psychological well-being in the third age. There are many approaches and types of well-being (R. Ryan, E. Daisy, N. Bredburn, E. Diener, etc.). The most common is the concept of K.Riff, in which psychological well-being is understood as a basic subjective construct that reflects the perception and evaluation of its functioning from the position of the maximum potential abilities of a

person. In K. Riff's opinion, well-being implies the realization of a wide range of psychological possibilities. Psychological well-being is a multidimensional process, not a state. The influence of professional activity on the psychological well-being of third age people is of interest, since it can affect psychological well-being both positively and negatively. The complex of all the above issues and aspects should allow for determining the prospects for professional development in the third age. It is obvious that professional activity does not end when a person reaches the retirement age, but the image of a working person of the third age is either unattractive or poorly discernible. The consideration of psycho-physiological, psychological, personal and social aspects, strengths and weaknesses of the age, problem areas of functioning and ways to stimulate or compensate for them, the impact of professional activity on well-being, additional education will create an image of a third-age working person and also suggest ways to solve existing problems.

PERSONAL FACTORS TO ACHIEVE PSYCHOLOGICAL WELL-BEING OF PEOPLE OF THE "THIRD AGE"

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In connection with the number of elderly and need in improving the quality of life, there is a need to find resources to ensure successful aging. One of the significant personal and psychological characteristics reflecting the process of successful aging is psychological well-being. Psychological well-being in psychological science has a different interpreted (N. Bredburn, R. Ryan, E. Daisy, E. Diener, K Riff), but the most popular theory in domestic studies is the approach of T. Shevelenkova and P. Fesenko. The methodological bases of the research are the theory of subjective self-realization, the study of the psychological content of the development of a person's subjectivity at the stages of old age, scientific concepts of age-related personality changes in old age, the theory of positive psychology. The study has a descriptive design. The study involved 50 people aged from 56 to 75 years: 11 men and 39 women. The representativeness of the sample is ensured by applying a randomization procedure. The research methods: • C. Ryff's Psychological Well-Being Scales (In adaptation Shevelenkova and Fesenko) • Revised NEO Personality Inventory (In adaptation Khromov) • Coping Strategy Indicator (In adaptation Sirota and Yaltonski) • Hardiness Survey (In adaptation Osin

and Rasskazova) • Diagnostic of type of behavioral activity Wasserman and Humenyuk • Life Orientation Test (In adaptation Gordeeva, Sychev, Osin) • «Who am I?» devised by M. Kuhn, T. McPartland (In adaptation V.Yurchenko) • Questionnaire to determine the socio-professional qualities of the subjects Empirical data processing was carried out using the maximum likelihood method using Varimax rotation. As a result of the empirical research, five factors were discovered to achieve psychological well-being by people of the "third age": "Subjectivity", "Attitude to the world", "Strategy for adaptation to old age", "Meaning of life", "Value". The obtained factors can be represented as a model for the attainment of psychological well-being by people of the "third age". A further perspective of our research is the study of the psychological well-being of elderly people in the context of professional activity. Another perspective is the validation of the model we obtained to achieve psychological well-being in old age. The reported study was funded by RFBR according to the research project № 19-013-00431 "Personal Mobility As a Means of Predicting and Maintaining Professional Health in Old Age".

THE READINESS FOR MASTERING AGE-TIME CHANGES AND LIFE SATISFACTION IN THE PROFESSIONAL EMPLOYMENT CONTEXT OF PENSIONERS

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The pedagogical activity is an area with traditionally high professional safety. This raises a number of scientific and practical issues related to the role of professional activity in lives of retirement age teachers, in solving their normative age tasks. to study the readiness for mastering age-time changes and life satisfaction in the professional employment context of pensioners. The Readiness is viewed as an integrative mental education that determines the individual's awareness of the fact of self-aging, tolerant attitude towards it and as manifested in the active search for productive strategies for adapting to this process. The design of the study suggested a comparison of two independent samples of working and non-working pensioners. The study involved 98 people of retirement age (from 55 to 67 years old) – teachers of secondary educational institutions of Yekaterinburg (Russia). Standardized questionnaires were used to collect empirical data – the "Life Satisfaction Index" technique in N.V. Panina's adaptation and the copyright questionnaire "The readiness for mastering age-time changes" of N.S. Glukhanyuk, T.B. Sergeeva (Gershkovich) [1]. The non-parametric Mann-Whitney U-test was used for comparative analysis. The results of the study demonstrated

the complex, ambiguous role of professional activity in the retirement age. The level of life satisfaction among working teachers who are retired is significantly higher than that of non-working ones. The general level of psychological readiness for mastering the age and the severity of individual components (cognitive, affective, motivational) are lower among working pensioners. For working pensioners, a higher level of life satisfaction indicates the positive role of labor activity in formation the socio-emotional well-being of an elderly person. The continuation of pedagogical activity gives the "young" retiree an opportunity to maintain his usual way of life. Non-working teachers of retirement age better understand the naturalness of manifestations of aging and plan their lives in the conditions of future transformations. For working pensioners, psychological readiness for mastering the age is much lower – they push aside thoughts about old age and treat it more negatively. 1. Glukhanyuk N.S., Sergeeva T.B. (Gershkovich T.B.). Late age and strategies for its development. Moscow, 2003. The reported study was funded by RFBR according to the research project № 19-013-00431 "Personal Mobility As a Means of Predicting and Maintaining Professional Health in Old Age"

ACTIVITY OF THE PERSONALITY AS A PREDICTOR OF PROFESSIONAL DEVELOPMENT AT "THE THIRD AGE"

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Now in connection with raising the retirement age in Russia relevant is a problem of studying of predictors of professional development at late age, that is those factors which not only allow the person to compensate negative age changes, but also act as the potential of development. The analysis of the literature shows that among the main predictors of professional development at late age authors consider professional and personal activity. On the one hand, many scientists emphasize that the activity at late age is directed to formation of effective ways of overcoming changes in work of the highest mental functions. The professional activity promotes safety of verbal, memory and intellectual functions, especially those which acted as the leading factor of activity. On the other hand, the activity allows not only compensate to age "losses", but also is one of the most important factors of development of the person at late age. So many authors emphasize that professional and personal activity contribute

to the progressive development of intelligence at late age, to forming of a transpektiva of own life on the basis of which such new growths of an old age as wisdom and a gerotranstsendentnost, to finding of new senses and purposes of professional activity, forming of new strategy of professional and personal development on the basis of systematization of the experience gained during life. Thus, the activity of the personality at "the third age" is considered as the effective compensatory mechanism allowing to overcome negative age changes and as development potential. At the same time, there are no empirical researches of activity, its specifics and dynamics, therefore we can say that the problem of activity at late age is studied insufficiently. Also it is necessary to create effective technologies of increase in activity of the person at late age what will promote increase in efficiency of performance of professional activity and in general to professional and personal development.

TRANSPROFESSIONALISM AS PREDICTOR OF ADAPTATION TO THE PROFESSIONAL FUTURE OF THE PERSONALITY

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In the post-industrial society, the world of professions was transformed: it became more dynamic, uncertain, unpredictable. In the vocational studies, a new term "transfessia" is approved as a type of labor activity realized on the basis of the synthesis and convergence of professional competencies, which target different specialized fields. The thematic core of transfessions is transfessionalism – the ability to perform a wide range of specialized activities. Socio-humanitarian technologies cause the professionalism of the socio-economic group of the profession, the thematic core of which are soft skills (flexible, social competences): adaptability, communication, tolerance for uncertainty, etc. Fundamental changes in the sociocultural and technological environment of vocational school encourage us to look for a fundamentally new

methodology of vocational education focused on designing a person of the future.

Purposeful formation of such a specialist is possible with the implementation of transdisciplinary, network and project approaches, the orienting basis of his training are multidimensional competencies, the so-called key metaprofessional merits. These include: socio-professional and virtual mobility; communication skills; practical intelligence; a responsibility; collectivism; performance; corporatism; innovativeness and others. In post-industrial society, trans-professionalism acts as a qualified characteristic. The article was written with the support of Grant RFBR № 18-013-01147 "The social and humanitarian paradigm of the formation of trans-professionalism of the subject of socio-economic occupations"

FEATURES OF PROFESSIONAL HEALTH OF THE TEACHER IN THE "THIRD AGE"

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Today, many scientists consider health as an important resource of a successful professional life and the main indicator of the preservation of its effectiveness (G. Verbina, E. Kaliteevskaya, L. Mitina, G. Nikiforov, Yu. Orlov, K. Griva, K. Joekes, F. Kittel, F. Leynen, U. Sann, etc.). The professional health of the teacher is defined by us as the state of the organism, which provides the optimal level of efficiency for the given activity, professional competence and constructive development of the personality at all stages of professional development. It includes motivational, emotional and reflective components. The goal is to determine the peculiarities of the teacher's professional health at the "third age" (more than 35 years of work at school). The study involved teachers of Yekaterinburg (148 people), all participants in the study were women. The sample is divided into two groups – with work experience in school for more than 35 years (experimental group) and with work experience of up to 3 years (control group). The age of the experimental group ranged from 57-66 years old, the average age was 58.7 years. Based on the teacher's professional health components, the following methods were selected: a questionnaire "Motivation for success" (T. Ehlers), a

questionnaire "Motivation to avoid failures (T. Ehlers), a questionnaire "Self-assessment of emotional states" (G. Ayzenk), a questionnaire "Empathy" (A. Mehrabian), differential reflexivity test (D. Leontyev, E. Osin), methods for diagnosing the level of reflexivity development (A. Karpov). It is established that the teacher's professional health at the "third age" is characterized by: a high level of motivation for success (42%), motivation for avoiding failures (58%), anxiety (47%), rigidity (42%), empathy (57%) and systemic reflection (44%); low level of frustration (39%), aggressiveness (36%), introspection (46%) and quasi reflexion (45%); the average level of development of reflexivity (72.8%). Statistically significant differences between the control and experimental groups (Student's t-test) in the direction of increasing the motivation to success, the level of anxiety and rigidity, systemic reflection were established. In the professional health of the teachers of the "third age" there are changes in the severity of indicators of all components. The reported study was funded by RFBR according to the research project № 19-013-00431 "Personal Mobility As a Means of Predicting and Maintaining Professional Health in Old Age"

THE ROLE OF PRIORITIZATION WHEN PURSUING MULTIPLE GOALS IN ADULTHOOD

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Most adults pursue multiple goals related to work, family and leisure in their everyday lives. How do people manage the demands of multiple goals in the face of limited resources such as time? Based on research that stresses the importance of prioritization, particularly in aging individuals, we investigate the hypothesis that focusing on one goal at a given point in time and temporarily disengaging from competing goals contributes to lower goal conflict and emotional well-being. Study 1: An experimental with N = 185 young, middle-aged, and older participants were instructed to pursue two goals within a limited amount of time. This was repeated over the course of five rounds in order to assess a potential increase in prioritization and its effects on perceived goal conflict, affect, and control. Prioritization was operationalized behaviorally as performance discrepancy between the two tasks. Study 2: Complementing Study 1, young and middle-aged adults (N = 89; M = 42 yrs) filled out

a brief questionnaire seven times a day over the period of 20 days on the importance, conflict, facilitation of personal goals and affect. Study 1 supported the hypothesis that older adults prioritize more than younger adults. However, prioritization led to higher perceived conflict, more negative affect and less control. Study 2 suggest that prioritization between goals in different life domains is more beneficial than within. In general, prioritizing work is negatively related to momentary affective well-being, but prioritizing family or leisure-related goals is to positively associated with momentary affective well-being. Overall, prioritization of goals within life domains as well as between life domains is positively associated with facilitation, while only prioritization between life domains leads to lower conflict. Taken together, the results of the two studies provide further evidence for an increase in prioritization with advancing age. However, prioritization seems to aggravate perceived.

PSYCHOLOGICAL SUPPORT OF PROFESSIONAL ACTIVITIES IN THE FAR NORTH AND THE ARCTIC

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Abstract body. The symposium is devoted to the influence of production factors in combination with the harsh climatic and geographical conditions of the Arctic. Where professional success is mediated by overcoming a number of environmental constraints. The issues of functional states, adaptation, self-regulation, psychological safety, as well as various components of psychological support of personnel at various stages of professional development will be considered.

Press paragraph. Five famous psychologists, psychophysicists and physiologists of labor from Russia, Finland, Norway, the authors of more than 100 publications devoted to shift work in the Arctic, as well as the effects of cold factors on workers in the Arctic.

General summary of the Symposium. One of the global challenges is to strengthen Russia's position in the field of the scientific exploration of the Arctic space. The Arctic is very rich in oil, gas and other minerals. A major role in the development of the Arctic is played by the attraction and preservation of the able-bodied population to these remote regions. To enable exploration and mining of mineral resources in these difficult-to-reach regions with extreme climatic and geographical conditions, a rotational method of organizing labor is used. In the studies of many authors, it was found that workers in

rotational organization of labor in the conditions of the Far North and the Arctic are influenced by three groups of factors: climatic and geographical, associated with the harsh Arctic climate; production, due to the danger and harmfulness of production, and welfare, determined by the conditions of group isolation. Despite the large number of works in medicine and psychology devoted to these issues of human adaptation to harsh climatic and geographical conditions and shift work, the systematization and classification of the mechanisms of psychological, social and psychological adaptation of workers in the extractive industries is not sufficiently presented. As a scientific result of the study, it is planned to identify differences in self-regulation, regulatory processes, coping strategies, psychological defenses and the mechanisms and methods of socio-psychological adaptation among oil and gas and diamond mining workers of various professional groups. The identified mechanisms will allow developing readiness for shift work in the conditions of the Extreme North with vocational training more targeted and purposeful, the identified features must be taken into account at the stage of professional selection of personnel to develop recommendations and measures for the adaptation of workers. And also manage the psychological safety in enterprises and build a system of personnel motivation.

THE PROBLEMS AND METHODS OF MUSICAL PSYCHOLOGY IN THE INTERDISCIPLINARY SCIENTIFIC SPACE

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Abstract body. The symposium is aimed at concentrating in one place and time specialists from different scientific fields and schools dealing with the problems of musical psychology, at consolidating efforts to create a modern methodological platform of musical psychology for solving fundamental and applied problems, including in the practice-oriented area – music therapy, for which musical psychology is a theoretical foundation. Musical psychology has historically developed and studied from different scientific positions – musicology, cultural studies, folklore studies, sociology, philosophy, and, of course, psychology – as part of the psychology of perception and creativity, the psychology of special abilities, the psychophysiology etc. Today, music psychology, solving problems in the in-depth study of special musical abilities and talent, prevention of occupational diseases, universal musical need and music therapy, refers to the methods of psychophysiology and neurobiology, methods of psycho-genetics and differential psychology and psychophysiology, ethno-psychology and the sciences of linguistic consciousness.

Press paragraph. Program report of the head of the symposium A.V. Toropova includes a methodological analysis of the tasks of science at the present stage. The author of the report presents the concept of music-language

consciousness and its ethno-cultural and individual-personal aspects as a modern paradigm of this scientific field. Musical psychology as a field of scientific psychology has its own history, the beginning of which can be considered the works of G. Helmholtz, who paved the line for a psychophysiological study of the ratio of auditory and musical sensations, this line in domestic science was continued S.N. Belyaeva-Exemplarsaya and B.M. Teplov. Today musical psychology is solving new problems with the in-depth study of special musical abilities and talent (topic by A.V. Shestakova), or general needs in music through analyse a preferences music texts by new generation (topic by A.A. Kharzhevskaja). Musical psychology is creating scientific basis and feeds on the field of applied research for example – music therapy (report by V. Mastnak (Germany), report by V.I. Petrushin), psychological aspects of music education and development (A.V. Toropova & ets) and make a gate for develop interdisciplinary scientific field "Music-Psychological Antropology" (report A.V. Toropova).

General summary of the Symposium. The opening report A.V. Toropova offers a methodological analysis of the problems and tasks of musical psychology at the present stage, raises questions about the tradition of contrasting cultural paradigm and the natural

science platform of musical psychology and music therapy. In connection with the conscious "crisis of science", the organizer sees the relevance of the symposium in the synthesis of scientific data and methods implemented in research on musical perception and influence, the development of a methodological platform for solving problems of musical psychology in various research contexts.

The report by W. Mastnak "Music Therapy: Features-Principles-Applications" includes an overview of the achievements and perspectives of music therapy in educational and clinical practice, discusses ways of bringing Western and Russian psychological paradigms closer together as a scientific and theoretical foundation of music therapy. The report by V. I. Petrushin is devoted to the possibilities of musical therapy and musical coaching in the formation of healthy and creative personality of a democratic society.

If with the help of music therapy the improvement of health is achieved, then with the help of music coaching the process of achieving by a person the goals that are aimed at the development and prosperity of the society in which a person lives is activated.

A.V. Shestkova in her research (with supervisor D.B. Bogoyavlensaya) addressed to the criteria for the early identification of musical talent. The musical creativity of young musicians is connected with the peculiarities and specificity of musical performing activity. The definition of the criteria of musical endowment serves as one of the possible ways of solving this problem. The ending of discussion will be around topic by A.V. Toropova «Musical- Psychological Anthropology as actual scientific project».

TEAM-BASED ADD-ON MUSIC THERAPY IN CANCER AND HAEMODIALYSIS PATIENTS

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For many years the 10th People's Hospital of Tongji University in Shanghai has been applying multimodal music therapeutic approaches to alleviate psychopathological sequelae such as of cancer. With regard to clinical psychology, patients not only develop features of depression and anxiety disorders, but also show a broad spectrum of psychologically important changes in self-esteem, self-image, life-perspective, social behaviour, etc. Multimodal music therapy that comprises activities such as interactive sound games, song-singing, and music-based body awareness, proved to be an efficient means to

control this multifaceted negative spectrum. From a psychological perspective this approach encompasses the disciplines of clinical psychology, differential psychology, music psychology, social psychology, and culture psychology in a complex therapeutic framework of medical and social care. The speech explains theoretical backgrounds of music therapy, presents scientific research outcomes (particularly in oncology and nephrology), and future perspectives that particularly focus on music-therapeutic research collaboration with Russia.

MUSICAL-PSYCHOLOGICAL TRAINING OF SPECIALISTS IN THE FIELD OF MUSICAL EDUCATION

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The current situation in the world of education dictates special requirements for the professional competence of a music teacher. Professional competence of a specialist in the field of music education, along with existing ones, should also include professionally-oriented psychological and psychological-pedagogical components. The author of this report more than 20 years ago was concerned with the creation of the concept of professionally oriented psychological training of a music teacher on the basis of a systematic approach and a system-forming category – musical consciousness (personality and society). The organization of professionally oriented psychological training of a music teacher in a university is carried out in the subject field of psychological and pedagogical disciplines with the support of the academic high school discipline "Musical Psychology and Psychology of Music Education". The training course "Musical Psychology and Psychology of Music Education" in the pedagogical university has its own history and, when it was created, it relied on the idea of convergence of science, art and education in the space of education of culture and respect for the

creative freedom of the individual. In the author's Program of the course (1997), adopted as a basis in the state standard on the subject, for the first time problems of psychogenetic origins and functions of the human musical consciousness, phylogenetic stages of its development, the problem of musicality in its refraction to the context of musical abilities, individual psychological features of personality and etc. In the designated scientific space and educational subject at this stage were identified such basic aspects relating to the musical and psychological development of the student as a subject of the educational process: this – the problem of the development of musicality as an integral personal phenomenon and as a complex of special musical abilities; – the problem of musical perception and ways of its development and activation in the musical and pedagogical process; – the problem of cognition and development in music of the sphere of emotions and emotional intelligence of a person; – the problem of creativity as a mental process, the essence, purpose and means of development of Homo-musicus.

THE MUSIC-STRESS-INTERFACE. A NEUROPSYCHOLOGICAL MODEL OF MUSIC-BASED STRESS-MANAGEMENT AND BURNOUT-PREVENTION

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Both in self-application and in clinical contexts, music/music therapy is used to modulate and reduce stress with that interferes negatively with healing processes and can cause psychopathological sequelae. Moreover, music-based approaches are applied for burnout prevention and to improve life quality. In spite of good empirical results, the underlying mechanisms remain unclear. On a meta-level, working with data from empirical studies in clinical psychology and medicine is usually limited to systematic reviews and meta-syntheses. Nonetheless, these approaches most probably do not fully exploit the systemic epistemological value of these the studies referred to. Broadly speaking, singular empirical data can be regarded as carrier of information that plausibly forms complex systems and hence lead to novel theoretical frameworks. From the perspective of the philosophy of science, system theory, and information theory, these approaches transcend the explanatory power of one-dimensional designs such as common input-outcome- models of quantitative empirical

research. They have the power to reveal the systemic value of its components and suggest the, e.g., neuropsychological interplay of its components. The presented framework-synthesis belongs to this form of meta-synthetic research and suggests a hypothetical model of a 'music-stress-interface'. It shall elucidate underlying mechanisms of music therapy in stress-related disorders and burnout and help to design comprehensive therapeutic plans. Music and auditory stimuli that help to modulate and/or reduce particularly chronic stress and associated psychosomatic issues depend on socio-cultural settings, individual modes of data processing—including the stressor and music—and biological conditions of the central nervous system. These can be considered a dual interactive system of cortical and sub-cortical processes. The cortical domain involves cognitive, emotional, and aesthetic modes, the subcortical refers widely to neuroendocrine circuits and meso-limbic processes. In this context, neuroplasticity and neurogenesis are seen as a certain meta-principle.

THE FINAL GOALS OF MUSIC THERAPY AND MUSICAL COACHING

Valentin Petrushin

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The advantages of using music therapy in comparison with traditional medical approaches are that it can be used to broaden the scope of patients with their involvement in active musical activities, which can be presented in the form of collective listening to musical works according to a specially organized technique, as well as choral singing and playing musical instruments. Clinical studies in the field of music therapy, successfully conducted in many countries, prove the validity of using music as an effective therapeutic agent. But is good health the ultimate goal of music therapy? Does possessing good health make a person happy and fully functioning? This question can be answered with the words of Socrates – "Health is not all. But everything without health is nothing." What should a person do when he becomes healthy after an illness? Apparently, this should be the spiritual self-realization that modern humanistic psychotherapy speaks of. Medicine can not

answer this question in full, because it is not within its competence. Psychology and philosophy, which are responsible for the meanings of life and speak of the existential essence of man, must come into the business. In modern psychology, coaching as a method of setting and achieving goals has become particularly popular due to the growing interest of many people in solving the problem of finding their purpose and self-fulfillment as a unique personality. Connecting musical accompaniment to modern coaching can significantly intensify the process of learning the practice of achieving the goals, because each type of activity additionally receives sensory replenishment in various emotions generated by musical means, songs, affirmations, breathing practices and special physical exercises. A single musical activity in the form of choral singing can form a team spirit that is highly valued in modern management and coaching.

CRITERIA OF MUSICAL TALENT: PROBLEMS OF RESEARCH

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The musical creativity of young musicians is connected with the peculiarities and specificity of musical performing activity. The identification of talented and gifted children in the early stages of development is considered as one of the priority areas of research at the present time. The definition of the criteria of musical endowment serves as one of the possible ways of solving this problem. In accordance with the goal, one of the main tasks of our research was to analyze the criteria for assessing the signs of children's giftedness with experts in a competitive selection of children who participated in the Nutcracker international music television competition for young musicians from 2006 to 2018. In this connection, the need to identify: signs of children's talent and features of their

manifestation in the process of musical and performing activities; the main factors and conditions affecting the process of formation and development of the personality of a gifted, young musician. Our approach is based on the understanding of musical endowments as one of the central problems in the study of musical creativity. As part of the study, at the stage of analyzing the results of children's musical and performing activities, the idea of giftedness as an ability to "develop activities on its own initiative" is of fundamental importance. In this regard, the signs of children's giftedness, taking into account their characteristics and specificity, unlike the giftedness of an adult, are considered by us as the potential of mental development in relation to the subsequent stages of the life path. The

experimental data compiled a sample of a contingent of students of music schools participating in the competition (from 2006 to 2018) of 549 people. Analysis of the results based on the use of expert assessment method,

showed in the period 2006-2009:— expert opinion on the need for a competitive form for selecting gifted children was controversial and was viewed as the need to fulfill a social order.

MUSICAL-PSYCHOLOGICAL ANTHROPOLOGY AS ACTUAL SCIENTIFIC PROJECT

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Musical and psychological anthropology as a field of knowledge allows to comprehend the history of musical art and ethnocultural variations of musical traditions, historical and modern musical styles as the phenomena and artifacts of cultural anthropology. All listed above accumulate the psychological needs and values of a particular social or ethnical group. The system's construction of principles and concepts in this area, methods, sources and material for study makes it possible to provide researches of such things as: psychological identity's complex to a particular culture or subculture, the base of musical preferences and predilections, social and cultural intonation identity, musical style as modal personality of the manifestation to specific social group and others. The purpose, content and principles of this scientific discipline accumulate and refract in a new perspective differentiated and non-intersecting scientific facts and presentations of such scientific fields as musicology, cultural and historical psychology, psychology of consciousness and personality, social and cultural anthropology. The result of the project will be the conception Musical and Psychological Anthropology in the system concepts and methods for the researcher's construction, it is very significant for cultural studies, psychology, pedagogy, musical

psychology, and pedagogy. Musical and pedagogical analysis of musical culture's phenomenas and artifacts can be material for training courses material in the musical, physiological and pedagogical educational system, refresher courses how part modern interdisciplinary approaches in area of musical education. It can be supporting method for planning social and pedagogical work or music therapy in psychological, educational and clinical practice. The project has fundamental and applied importance because it creates pedagogical model of construction higher school course "Musical Psychological Anthropology" for a wide range of educational programs and advanced training programs, including for non-musical specialties and students who do not have a basic musical education. The project has such characteristics of high scientific novelty as the identification and research of a new scientific field. This area has a connection with the sociocultural reality and personality's inner world, and the relevance in the system of general, additional and higher professional education, as well as in the system of psychological and pedagogical support of education.

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MUSIC THERAPY: FEATURES-PRINCIPLES-APPLICATIONS

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In international clinical fields and public health, music therapy has become a distinguished discipline. Comparing convincing clinical outcomes and evidence based medical research, particularly randomized controlled trials that state low efficacy, rises questions. From the perspective of differential psychology we hypothesise individual music processing, different aesthetic preferences, and complex modes of mental response as crucial factors that make exclusively physiological approaches an inadequate tool. On that basis, the speech suggests a dual approach that comprises physiological and neuro-psychological as well as cognitive-behavioural and phenomenological perspectives. This way of studying music therapy reminds us of the contradictory or complementary positions of Ivan Sechenov (*Reflexes of the Brain*, 1863) and Konstantin Kavelin, who was greatly in favour of humanities for studying the human psyche. In line with the paradigms of the Moscow Psychological Society and its early publication on *Questions of Philosophy and Psychology* (1889), the author of this paper calls for an inter-disciplinary, epistemological, and science theoretical basis of music therapy. Focusing on neuro-psychological parameters, the author highlights particularly a) efferent nerve fibres from the auditory pathway,

b) retro-loops such as from the auditory cortex to the inferior colliculus that deny acoustic-perceptive 'raw material', c) qualitative brain-networking to generate musical experience, d) the default mode network (DMN) as possible processor of creativity and subconscious intelligence, and e) music as a driving force of neuro-plasticity. Complementary to these more physiological mechanisms, the paper suggests to identify crucial moments and qualities in music therapy that cannot be (at least in an adequate way) reduced to mere physiological processes: a) musical symbols as form of self-expression and mode of self-discovery, b) artistic creativity as a sense-giving moment in life, c) experienced identity with music and music-self-interplay, d) motivation and joy, e) non-pragmatic and non-functional communication and bonding, f) experience of beauty, harmony, and balance. In sharp contrast to some (particularly US-American) approaches that assume trans-cultural applicability of music therapy, the author and his Chinese team also refer to the pioneers of cultural-historical psychology, namely Gustav Shpet and Lev Vygotsky. Greatly in line with their theory, the paper advocates culturally sensitive music therapy and the need to respect the patient's cultural background and living space.

ANALYZING MUSIC PRECEDENT-TEXTS OF SOCIAL GROOPS AS METHOD OF MUSICAL PSYCHOLOGICAL ANTHROPOLOGY

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The historical emergence of the "precedent texts method". The relevance and propriety of using this method in relation to analyze mentality and individuality through musical precedent texts. Examples of modern musical precedent texts and the level of their impact to generation Y's communication, creativity, critical thinking, collaboration (cooperation) and productivity in

uncertainty situation. Possibility of reseaching the influence of musical precedent texts on reflection and pre-adaptation to uncertainty in a rapidly changing socio-cultural reality as well as an impact of this research to music psychology and music therapy. The publication was supported by the Russian Foundation for Basic Research - № 19-013-00171 A.

STRESS-COPING PSYCHOLOGY: MODERN STATE AND PERSPECTIVES

Tatiana Kryukova

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Abstract body. Coping with close relationships' breakdown among early adults in the stress load context Kryukova, Tatyana; Opekina, Tatyana; Ekimchik, Olga; Saporovskaia, Maria: Kostroma, Russia (tat.krukova44@gmail.com) Close relationships' loss is an acute stress for a person (Regan, 2011). Early studies confirm that individual coping with the ending stage /disengagement (break) of relationship is not productive – mainly escape-avoidance strategies; complicated by intense negative experiences (Kryukova, Ekimchik, 2014). Productive coping requires many internal and external personal resources that can be exhausted by both negative relationships dynamics and a number / frequency of stress experienced outside relationships. Goal: to study the relationship between the general accumulation of non-relationship stressors influencing a person during the year preceding the relationships break and coping productivity in the situation of break. The study involved 64 people or 32 couples (32 males and 32 females, av. age – 21 yrs, SD = 0.3), who survived a break in close relationships (lasted 2 to 2.5 yrs). Ways of Coping Questionnaire (adapted by Kryukova et al., 2003), The social readjustment rating scale (Holmes, Rahe, 1967, modified), an interview. Respondents with a high level of external stress accumulation during the year before a relational break choose problem solving less often ($r = -0.323$; $p \leq 0.02$) and escape-avoidance more often ($r = 0.298$; $p \leq 0.03$). They also less likely use positive reappraisal ($r = -0.341$; $p \leq 0.04$), which indicates an increase in pessimism assessing current events, the accumulation of negative stress effects, less often seek social support ($r = -0.424$; $p \leq 0.04$). They prefer to be alone, which increases the depth of the negative affectivity, experiencing absence or inadequate social support which enhances isolation (an interview). Correlations between stressful influences accumulation throughout the lifespan and coping with a partner relationships' break stress have

been found. The more stress and difficult life situations they experienced, the more often they choose escape-avoidance coping ($r = 0.385$; $p \leq 0.05$) and are less able to positively re-appraise a situation ($r = -0.590$; $p \leq 0.05$). High total stress reduces coping productivity, ability to overcome the negative emotional outcomes of a break. Thus relationships dissolution / break is connected with traumatic feelings, causes much stress which are hard to cope with.

Press paragraph. The symposium "Stress-coping psychology: modern state and perspectives" (Head: Tatiana Kryukova, prof., Dr. (Kostroma State University, Russia) has united researchers from 4 countries and 5 institutions interacting within the problem with each other for several years. They are doing research in the field on cultural, educational, relationships and ordinary everyday stress and coping. 1. Kryukova, Tatyana; Opekina, Tatyana; Ekimchik, Olga; Saporovskaia, Maria: Kostroma, Russia (tat.krukova44@gmail.com) Coping with close relationships' breakdown among early adults in the stress load context 2. Kepalaite, Albina; Gerulaitis, Darius; Alifanovienė, Daiva; Vaikeviciene; Asta, and Odeta Sapelite: Kaunas, Siauliai, Lithuania (albis2002@yahoo.com) Analysis of coping tendencies and abilities among the youth in Lithuania and Russia 3. Olga Strizhitskaya, Larisa Golovey, Marina Petrash, Svetlana Savenysheva : Saint-Petersburg, Russia (strizhitskaya@mail.ru) Resources of coping with daily stress 4. Anna Kwiatkowska, Magdalena Bartoszak, and Ben C. H. Kuo : Warszawa, Poland; Toronto, Canada (akwiatk@gmail.com) Relationships between Social Axioms and Subjective Well-being: The Mediating Role of Stress Coping Strategies 5. Svetlana Khazova, Tatiana Adeeva, Inna Tikhonova, Natalia Shipova, and Maria Maiorova: Kostroma, Russia (svetlanahazova@yandex.ru) Adults with disabilities: stress coping behaviors and subjective well-being.

General summary of the Symposium. Research shows that daily stress may negatively affect mental and physical health. Respondents (n=400) had moderate to high levels of daily stress, and stressors represented in all domains. Daily stressors were associated with self-esteem ($p=0.028$), locus of control ($p=0.003$) and emotional stability ($p=0.007$). Daily stress was associated with coping strategies, younger adults used less strategies (more cognitive ones), and older ones got the wider coping range. Close relationships' loss is an acute stress. Studies confirm that individual coping with the ending stage of relationship is not productive: mainly escape-avoidance strategies used; complicated by intense negative experiences. The relationship between general stress and coping productivity during relationships break showed: people with high level of external stress choose problem solving less often, escape-avoidance more often. Rare use of positive reappraisal indicates increase in pessimism and isolation. Coping behavior may be seen as a factor of life quality and subjective well-being.

Disabled-since-childhood adults (n=130, av. age 37) took part. The conclusion: differences in the

level of life quality and subjective well-being among respondents with disorders and "healthy" ones are missing. Distancing, avoidance positive reevaluation strategies made the greatest contribution to the life quality. The first variant adaption of WCQ (Lazarus, Folkman, 1988) among Lithuanians was done (n=761). The results show not very high consistency of scales: $\alpha = 0.578 - 0.759$; especially low for Self-Controlling $\alpha = 0.584$. Norms show average strategies' means as below middle-to middle. Coping means among Russians are higher. Among five axioms (generalized beliefs about oneself, social and physical environment) two are used in the study: the Social Cynicism axiom – a negative view of people, and certain groups; and the Reward for effort axiom emphasizing the benefits of hard work. The study carried out in Russia, Poland and Germany (N = 2225) revealed: across cultural groups (a) Engagement Strategy was a mediator between Reward for Effort and self-esteem and life satisfaction, (b) Avoidance Strategy – between Social Cynicism and self-esteem and life satisfaction, as predicted, but (c) Collectivistic Strategy was a mediator in a German and Polish samples.

COPING WITH CLOSE RELATIONSHIPS` BREAKDOWN AMONG EARLY ADULTS IN THE STRESS LOAD CONTEXT

Tatiana Kryukova

Tatyana Opekina

Olga Ekimchik

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Coping with close relationships` breakdown among early adults in the stress load context Close relationships` loss is an acute stress for a person (Regan, 2011). Early studies confirm that individual coping with the ending stage /disengagement (break) of relationship is not productive – mainly escape-avoidance strategies; complicated by intense negative experiences (Kryukova, Ekimchik, 2014). Productive coping requires many internal and external personal resources that can be exhausted by both negative relationships dynamics and a number / frequency of stress experienced outside relationships. Goal: to study the relationship between the general accumulation of non-relationship stressors influencing a person during the year preceding the relationships break and coping productivity in the situation of break. Method: the study involved 64 people or 32 couples (32 males and 32 females, av. age – 21 yrs, SD = 0.3), who survived a break in close relationships (lasted 2 to 2.5 yrs). Measures: Ways of Coping Questionnaire (adapted by Kryukova et al., 2003), The social readjustment rating scale (Holmes, Rahe, 1967, modified), an interview Results: respondents with

a high level of external stress accumulation during the year before a relational break choose problem solving less often ($r = -0.323$; $p \leq 0.02$) and escape-avoidance more often ($r = 0.298$; $p \leq 0.03$). They also less likely use positive reappraisal ($r = -0.341$; $p \leq 0.04$), which indicates an increase in pessimism assessing current events, the accumulation of negative stress effects, less often seek social support ($r = -0.424$; $p \leq 0.04$). They prefer to be alone, which increases the depth of the negative affectivity, experiencing absence or inadequate social support which enhances isolation (an interview). Correlations between stressful influences accumulation throughout the lifespan and coping with a partner relationships` break stress have been found. The more stress and difficult life situations they experienced, the more often they choose escape-avoidance coping ($r = 0.385$; $p \leq 0.05$) and are less able to positively re-appraise a situation ($r = -0.590$; $p \leq 0.05$). High total stress reduces coping productivity, ability to overcome the negative emotional outcomes of a break. Thus relationships dissolution / break is connected with traumatic feelings, causes much stress which are hard to cope with.

ANALYSIS OF COPING TENDENCIES AND ABILITIES AMONG THE YOUTH IN LITHUANIA AND RUSSIA

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The aim of the study was to present the first variant of Ways of Coping Questionnaire adaption for Lithuanian population (N=761). The results obtained in Lithuania show not very high consistency of scales: in the period of $\alpha = 0.578 - 0.759$. Especially low they are for Accepting Responsibility $\alpha = 0.578$; Self-Controlling $\alpha = 0.584$; Confrontive Coping $\alpha = 0.600$ scales. The best α is shown for Positive Reappraisal $\alpha = 0.759$, Seeking Social Support $\alpha = 0.734$; Planful Problem Solving $\alpha = 0.694$. One of the reasons of low to middle self-consistency of coping scales is the following. The "direct-back" translation from English into Lithuanian and back from Lithuanian into English was not done according to a standard procedure – only by one person (not by 3 as demanded). It could have influenced transmitting wrong or distorted meanings to the translated into Lithuanian items. Concurrent validity has not yet been got as there is not a single psycho-diagnostic coping instrument in Lithuanian now. Thus the process will include getting correlations with other important tests giving indicators of adaptive / maladaptive behavior (i.e. Self-efficacy Scale, STAI, BDI, etc.). All average coping strategies`

means are of below middle level: it could manifest low stress / coping reaction. Observations of the sample (social risk groups) are prompting a weak level of respondents` recognizing, reflecting their own psychological experiences (stress, depression, social ill-being, etc.): socially desirable replies are possible. It explains that productive coping strategies (Positive Reappraisal, Seeking Social Support, Planful Problem Solving) have high ratings contradicting real behavior in difficult situations (people are eagerly missing the appointments for counseling, are not engaged in the process of self-change, etc.). Weak sex differences and more evident cross-cultural and age differences are revealed. All coping means among Russians are higher (especially Self-controlling, Planful Problem Solving), which is connected with either higher stress levels or its better recognizing, as the Russian sample consists of people belonging to different socio-cultural context. So the adaptation process isn`t finished, its quality may be done sufficiently better. Still the current WCQ version can be used now in new pilot investigations.

RESOURCES OF COPING WITH DAILY STRESS

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In the contemporary world people have to deal with high variety of complex tasks and highly dynamic environment, and experience many stressful situations on a daily basis. Most of the people do not pay much attention to these situations and do not recognize them as stressors. At the same time solid body of research shows that daily stress may negatively affect one's mental and physical health, and have the impact comparable to the stress associated with major stressful events (Almeida, Horn [2004], Diehl, Hay [2010], Stawski et.al. [2008]). In the present study we were interested if some psychological resources may help to reduce the perception of daily stress. We hypothesized that self-esteem, locus of control and emotional stability might be among the factors that impact associations of daily stress and coping strategies. In our study we examined 400 adults aged 20-60 (M =119, F = 281), living in Saint-Petersburg and Arkhangelsk, Russia. Scale of Perceived Stress (Ababkov et.al., 2016), Inventory

of Daily Stressors (Petrash et.al., 2018), 16 PF (emotional factors, Cattell), Locus of Control test (Rotter), Self-esteem scales (Dembo-Rubinshtein), Ways of Coping (Lazarus). Results showed that our subjects had moderate to high levels of daily stress, and the stressors were represented in all the studied domains. We found that daily stressors were associated with self-esteem ($p=0.028$), locus of control ($p=0.003$) and emotional stability ($p=0.007$). Our data revealed that daily stress was associated with coping strategies, particularly, younger adults used fewer strategies and those were more cognitive strategies, while the older adults used more strategies. These data are consistent with previous research. But the mediating effect was found only for locus of control and emotional stability (Chi-square=8.322, $df=6$, $p=.215$, RMSEA=.037, PCLOSE=.788). These effects were stable after controlling for age and gender effects. Research was supported by RSF grant 16-18-10088.

RELATIONSHIPS BETWEEN SOCIAL AXIOMS AND SUBJECTIVE WELL-BEING: THE MEDIATING ROLE OF STRESS COPING STRATEGIES

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The aim of the study was to verify the hypothesis about the mediating role of coping strategies in relationships between social axioms and subjective well-being in different cultural contexts. Social axioms are generalized beliefs about oneself, the social and physical environment, or the spiritual world, and are in the form of an assertion about the relationship between two entities or concepts (Leung & Bond, 2009). Among the five axioms dimensions, identified by Leung et al. (2002, 2004) there are two of our interests: the Social Cynicism axiom – a negative view of people, a mistrust of social institutions, and negative stereotypes about certain groups; and the Reward for effort axiom which emphasizes the benefits of effort and hard work. Although there are empirical evidence that social axioms can predict subjective well-being, the possible mechanisms are unclear. We expected that stress coping strategies could mediate between social axioms and well-being;

however they could work differently in countries of different level of cultural collectivism-individualism. The study was carried out in Russia, Poland and Germany (N = 2225). We used the Social Axioms Scale by Leung & Bond, the Self-Esteem Scale by Rosenberg, the Life-Satisfaction Scale by Diener, and the Cultural Coping Strategies Scale by Kuo et al. Path models revealed that across cultural groups (a) the Engagement Strategy was a mediator between Reward for Effort and self-esteem and life satisfaction, (b) the Avoidance Strategy – between Social Cynicism and self-esteem and life satisfaction, as predicted, but (c) the Collectivistic Strategy was a mediator in German sample (between Reward for Effort and self-esteem), and in Polish sample (between Reward for Effort and life satisfaction), only. Results were discussed in the terms of cultural differences as regard the meaning of well-being and preferences of stress coping strategies.

ADULTS WITH DISABILITIES: STRESS COPING BEHAVIORS AND SUBJECTIVE WELL-BEING

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The problem of coping determinants of the disabled since-childhood adults' is becoming highly relevant now. There are some reasons as: demands of modern society to the subjectivity of people with disabilities, the fact that the efforts to cope with difficulties depends on a personal life position: activity and productivity or social disability. For this reason we've suggested that coping behavior might be seen as a factor of life quality and subjective well-being. The participants: disabled-since-childhood adults with visual (n=41), hearing (n=18), mobility (n=35), mental disabilities (n=35); persons with typical development (n=140). The respondents' average age is 37 years old. Method: the brief questionnaire WHO Quality of Life-BREF (in adaptation of Bekhterev Research Institute); the Subjective Well-Being Scale; Ways of Coping Questionnaire (Lazarus, adapted by Kryukova et al., 2003). The results revealed the lack of differences in the level of life quality and subjective well-being between respondents with disorders and respondents without disorders. We've also found a reasonably high life quality and subjective well-being of adults with

disabilities regardless of a type of impairment. Comparative analysis shows that people with disabilities avoid problem solving ($p \leq 0.02$), seeking social support ($p \leq 0.01$) more often than adults with no disabilities, significantly less often make efforts to self-control ($p \leq 0.009$) and take responsibility for what is happening ($p \leq 0.000$). Respondents with visual impairment more often than other groups, make active efforts aimed at finding a solution of the problem ($p \leq 0.015$). Respondents with hearing and mental disorders are more likely, than others, choose distancing from a stressor ($p \leq 0.009$). Finally respondents with mobility disorders choose avoidance ($p \leq 0.003$) less extent than two other groups. The significant correlations of coping strategies with indicators of life quality and subjective well-being also occurred. The conclusion is made about the greatest contribution of distancing ($p = 0.000$), avoidance ($p = 0.000$), positive reevaluation ($p = 0.000$) to the life quality. The results of the study can be used in creating rehabilitation programs to help people with disabilities. The study was supported by RFBR, project 17-06-00812.

PERSONALITY, SELF-REGULATION AND GOAL ACHIEVEMENT

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Abstract body. The symposium explores the relationships between Self-Regulation (SR) and life goals achievement. Self-regulation is considered at different levels, including reflexive, personal, and cognitive and neurocognitive. The research is based on the concept of conscious SR as a mechanism of human self-organization of activity, which integrates its various levels and allows to consciously mobilize personal and cognitive resources for goals achievement. The symposium presents recent theoretical and empirical research into general capacity for conscious SR at different ages. Empirical evidence on the contribution and role of SR and personal characteristics in academic achievement and psychological well-being will be presented. The symposium also addresses the links between SR and cognitive characteristics and basic executive functions.

Press paragraph. The symposium explores the relationships between Self-Regulation (SR) and life goals achievement. The symposium is organized by two psychologists, known for their work on cognitive psychology and behavioral genetics (Y. Kovas, London) and psychology of SR and personality (V. Morosanova, Moscow). The first study, presented by T. Fomina, explores the contribution of conscious SR and personality characteristics in mathematical achievement and their mediating effects (Morosanova, Kovas, & Fomina). The second study, presented by I. Bondarenko, proposes a new experimental design for investigation of SR general capacity and offers empirical research into SR at different ages (Bondarenko, Morosanova). The third investigation, presented by B. Velitchkovsky, explores executive functions as the basis for conscious SR in the middle school (Velichkovsky, Bondarenko). The fourth study, presented by A. Burmistrova, demonstrates the results of a longitudinal investigation into the relationship between SR and psychological well-being (Morosanova, Fomina, Burmistrova-Savenkova).

The fifth study, presented by Y. Kovas, explores the associations between personality, behavior and school achievement in a unique sample of adolescents, selected for outstanding achievement. (Kovas, Likhanov, Tsigeman, Papageorgiou). These five studies provide new insights into the complex interrelationships between SR, personality, intelligence, executive functions and achievement.

General summary of the Symposium. Self-regulation is considered as one of the most important factors of successful functioning in educational, professional, sports and other fields across the life span (SR). We consider conscious SR as a multi-level (cognitive and personality) and dynamic metasystem of processes, states and properties. SR is a tool for initiating and maintaining activity aimed at consciously advancing and achieving personal goals. Conscious SR development depends on the operational cognitive level (goals planning, modeling of significant conditions for goals achievement, programming of actions, results evaluation). In addition, SR includes instrumental personal regulatory characteristics (flexibility, reliability, responsibility, perseverance, initiative, reflexivity). The symposium explores the relationships between (SR) and life goals achievement. Self-regulation is considered at different levels, including reflexive, personal, cognitive and neurocognitive. The symposium presents recent theoretical and empirical research into general capacity for conscious SR at different ages. Empirical evidence on the contribution and role of SR and personal characteristics in academic achievement and psychological well-being will be presented. The symposium also addresses the links between SR, cognitive characteristics and basic executive functions. The five studies provide new insights into the complex interrelationships between SR, personality, intelligence, executive functions and achievement.

MEDIATING ROLE OF THE CONSCIOUS SELF-REGULATION IN THE SYSTEM OF COGNITIVE AND PERSONAL PREDICTORS OF ACADEMIC ACHIEVEMENT

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Tat'yana Fomina

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Yulia Kovas

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Our research is carried out in the context of the conscious self-regulation concept (Morosanova, 2013). We conducted several studies that revealed a direct influence of the conscious self-regulation on the productivity of learning activities (Morosanova et al., 2015, 2016). We explored whether conscious self-regulation plays both direct and mediating roles in its links to cognitive, personal, motivational characteristics. The present study investigated mediating role of the conscious self-regulation in the links between cognitive and non-cognitive factors and academic success of schoolchildren. To evaluate the regulatory features, we used Morosanova's «Self-Regulation Profile of Learning Activity Questionnaire – SRPLAQ» that measures the general level of students' self-regulation development and different aspects of self-regulation related to achieving academic objectives. The computerized test battery assessed cognitive characteristics and non-verbal intelligence. Maths Interest was measured with 3 items drawn from PISA student questionnaires. To estimate trait anxiety level, we

used the Russian adaptation of Spilberger's «Test Anxiety Inventory – TAI». As indicators of academic success, we used annual marks and exam results in mathematics. The total sample included more than 500 people educated in the state secondary schools in Russia. The mediator analysis of the links between cognitive characteristics and mathematical abilities and students' progress in mathematics creates the basis to consider the regulatory process of modeling significant conditions as a mediator in this influence. The results demonstrated that general level of SR plays a mediating role between personality characteristics and exam results, being a more integrative indicator of self-regulation which enhances the positive impact of learning motivation and reduces the negative impact of test anxiety. In addition, the data was obtained on the specifics of the relationship between conscious self-regulation and mathematical success: self-regulation mediates the link between Math interest and Year Math Grade.

GENERAL CAPACITY FOR SELF-REGULATION: PHENOMENON, DIAGNOSTICS, AND THE AGE EFFECTS

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The report presents findings on conscious self-regulation (SR) as a person's general capacity for development. We define the general capacity for self-regulation as a psychological personality feature. It is the basis for active, independent and successful mastering of the various new types and forms of activity and social relations. This capacity is one of most important resources of a person. The main features of the general capacity for self-regulation allowing to judge about its development are as follows: the level of accomplishment and harmony of the conscious self-regulation profile, its stability in different situations as well as the presence of a developed internal plan of interaction with reality. The report highlights the features of manifestation of general capacity for self-regulation: effective coping with atypical, unfamiliar situations at all the stages of mastering various kinds of activity and spheres of life, productive independence, and persistence in achieving the accepted goals. A computerized diagnostics complex («Diagnostics of situational specificity of self-regulation – DSSSR» (Morosanova, Bondarenko, 2015))

including popular questionnaire and new original experimental method, supported by diagnostics of the regulatory profiles of SR style characteristics was used on a sample of the 7-9th grade pupils (N = 88). Experimental tasks simulate situations with a high level of ambiguity. DSSSR provides varying levels of complexity, significance and feedback specificity. Based on the results of DSSSR performance, students were classified into groups with different levels of capacity for self-regulation. The results showed that a high level of the capacity is brought about with stability of conscious self-regulation in new and ambiguous situations due to the presence of an internal plan of interaction with reality and an active search for the ways of correction and quick goal achievement. It was demonstrated that purposeful variation of experimental situations (complexity, significance, feedback) could contribute to mobilization and development of regulatory resources, improvement of the task performance of the students, especially those whose self-regulation capacity is at a low or medium level.

EXECUTIVE FUNCTIONS AS THE BASIS OF CONSCIOUS SELF-REGULATION IN THE MIDDLE SCHOOL

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Irina Bondarenko

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At the neurocognitive level, self-regulation (SR) is represented by executive functions (EF). We used the approach of Miyake et al., 2000, identifying three basic EFs: switching (attention and task-set shifting), inhibition (ability to consciously suppress irrelevant representations and reactions), and updating working memory. The purpose of this study was to establish the relationship of the basic EFs to the components of SR in order to identify the cognitive mechanisms of conscious SR. Participants in the study were pupils of the 7th and 9th grades (N=171, 50,3% – girls) of Russian schools. A series of multiple linear regressions with components of conscious SR as criteria and basic EFs (including error monitoring) as predictors was calculated. Planning is associated with the speed and accuracy of updating information in the working memory (n-back task) and a tendency of communication with inhibition interference effect (in Eriksen tasks). Simulation is related to the effectiveness of inhibition (the effect of interference in the Eriksen tasks) and a tendency to correlate with the accuracy of updating the working memory. Programming is

related to switching efficiency ("switching cost" in the letter-number task) and inhibition efficiency. Results evaluation is related to the accuracy of updating the working memory (n-back task). The overall level of SR is related to the switching efficiency (trend), inhibition efficiency, and the efficiency of updating the working memory. However, evidence was found that the relationship between basic EFs and SR is less pronounced in the 7th grade than in the 9th grade. Overall, the results indicate that there is a regular connection between the EFs and the components of the SR. In particular, a close connection between planning and modeling with the efficiency of working memory was found, which is associated with the use of working memory to build a mental model of activity and retain plans for activity. The relationships among inhibition and implementations of almost all SR functions was also found, which confirms the crucial value of voluntary inhibition for the organization of deliberate activity and the special status of this EF. The reported study was funded by RFBR, project № 17-29-09094.

SELF-REGULATION AND PSYCHOLOGICAL WELL-BEING IN PRIMARY SCHOOL

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Educational environment is considered as a significant factor of the students' Psychological Well-Being (PWB). School life makes a solid foundation for well-being and positive functioning in adulthood (Eryilmaz, 2012; McCabe K. et al., 2011). Studying factors ensuring stability of PWB during the schooling is an important task of modern research. Personality factors are most often regarded as predictors of PWB. However, along with them, self-regulation has been actively investigated in recent years (Steeletal., 2008, DeNeve, Cooper, 1998). The present study explores specificity of the relationship between conscious self-regulation of educational activities, personality characteristics and PWB in the primary school students. Research sample consisted of 401 students of Russian schools (53% boys, 47% girls; average age = 10.20 years). Methods: Morosanova's «Self-Regulation Profile Questionnaire – Junior» was used for self-regulation diagnostics (Morosanova, Bondarenko, 2015). The questionnaire consists of 7 scales: Planning the goals, Modeling significant conditions, Programming Activity, Evaluating Results, Flexibility, Independence, Responsibility, and the integrative indicator – General SR level.

The stimuli are presented in the form accessible for primary school age. Russian version of the «Big Five Questionnaire – Children» was used for measuring the personality characteristics. To estimate PWB parameters a Russian adaptation of the «Well-Being Manifestation Measure Scale» (Masse et. al., 1998) was developed. The results demonstrated that almost all regulatory indicators are significantly related to the indicators of the schoolchildren' PWB. The study results show that at this age the important processes relevant to life satisfaction are associated with self-organization, the ability to respond adequately to changing conditions of activity, and successful goal achievement. The greatest number of significant correlations was observed for regulatory processes of planning, modeling, programming, and results evaluating. The general level of self-regulation of educational activity is also associated with all parameters of PWB. As expected, significant correlation coefficients of «Extraversion» and «Openness to experience» with all well-being indicators were noted. The obtained results confirmed the importance of regulatory mechanisms in ensuring the psychological well-being of the primary school students.

THE ROLE OF PERSONALITY AS A PREDICTOR OF BEHAVIOR AND ACADEMIC PERFORMANCE OF HIGH ACHIEVING ADOLESCENTS

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Findings suggest that personality traits play a role in school achievement. The present investigation was aimed at exploring the associations between personality, behavior and school achievement in a unique sample of adolescents, selected for outstanding achievement. Method. We assessed the Dark Triad (DT) traits; the Big Five (B5) traits; pro-social behavior and behavioral difficulties in a sample of 1,191 adolescents (14 to 18 years of age), selected for outstanding achievements in four fields of ability – Science, Arts, Literature and Sports. We explored sex differences and educational track differences in individual traits and in networks of traits. Furthermore, we tested direct, moderated and mediated associations between personality, behavior and school achievement (self-reported grades and actual grades in state exams). While mean-level trait changes across sexes and educational tracks

were present (e.g. males generally reported higher scores on the DT than females), the resulting networks were similar between males and females and across tracks. Narcissism was unique among the DT traits predicting fewer behavioral difficulties. Personality traits predicted a significant amount of variance in behavioral difficulties, pro-social behavior and self-reported school achievement, but they did not predict school achievement as assessed by state exams. This investigation provides unique insights into the personality and behavior of this highly-selected sample of adolescents. We will discuss some of the theoretical implications of these findings for understanding the factors that influence performance in high performers, as well as implications in terms of optimizing educational outcomes and well-being of adolescents.

RECENT RESEARCH AND MODERN PRACTICE IN FORENSIC PSYCHOLOGICAL EXPERTISE

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Institute for Handwriting Sciences (Zurich, Switzerland)

Vali Engalychev

Tsiolkovskiy Kaluga State University (Kaluga, Russia)

Gayane Ghazaryan

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Abstract body. The inter-discipline context in psychology has been intensively developed in last decades. Particularly in forensic and legal psychology, that means integration with linguistics, computer vision, medicine and some innovation methods. The symposium addresses problems of such integration in research and in practical procedures. Its objective is to discuss and to outline a consolidated approach, both methodically and technically. By this, the requirements to objectivity, validity and quality assurance of used psychometric instruments are decisive ones. Weakly formalized methods, the outcome of which strongly depends on the experience, proficiency, and intuition of particular forensic psychology expert, are mostly used nowadays. In the contributions at the symposium authors try to overcome this problem by presenting modern formalised and integrative approaches. A joint discussion at the symposium should pave the ways to improve the quality and reliability of psychological assessment in forensic and legal psychology.

Press paragraph. The symposium includes scientists and research groups from different countries work together on some presented projects. So, the team from Tsiolkovskiy Kaluga State University and Swiss Institute for Handwriting Research represented by Engalychev V.F. and Chernov Y. presents a joint project on supplement of a forensic psychological profile of a person with the formal handwriting analysis' date. Russian researches from Kostroma State University, Kryukova T.L., and Kostroma Region Psychiatric Hospital, Yuvenskii I.V., devoted their presentation to forensic examination of affects, measuring

maladaptive coping by women – husband killers. The German researcher Caspers C. presents the problem of Interlab proficiency testing as a method of quality assurance for projective psychodiagnostic instruments applicable in forensic expertise. The Armenian researcher from Yerevan State Medical University after M. Heratsi, Ghazaryan G., speaks on the examination of the mental state of a mother accused of killing a new-born baby, revealing psychological and social aspects. The team from Tsiolkovskiy Kaluga State University and Moscow Engineering Physics Institute – Engalychev V.F., Danshin V. V., Leonova E.V., Khavylo A.V. and Mirzeabasov O.A. are working on methods of mimic indicators of mental processes during forensic psychological examination.

General summary of the Symposium.

Psychodiagnostic tools of forensic psychology differ not only in different countries, but also in the same country. Moreover, they are often insufficiently validated, which leads to the fact that results of their application strongly depend on the experience and competence of individual experts. That makes it difficult to reveal the truth in civil and criminal cases, and thus does not allow the duly revealing of guilty persons and protecting of non-guilty ones.

Development of forensic psychological expertise demands creation of new instruments and improvement of existing ones, which should ensure reliability and objectivity of personal psychological profiling by means of a complex analysis. The practise demonstrates that the most promising of such instruments and procedures are being developed in the inter-

disciplinary context. Regarding psychology, we can speak about interfaces between psychology and linguistics, psychology and computer vision, psychology and medicine, etc. The symposium includes specialists, who achieved outstanding research and practical results in mentioned areas. Among the participants are university professors and researchers, scientists from research centres and laboratories and forensic experts from Russia, Switzerland, Armenia and Germany. Therefore, the first aim of the symposium is to find consolidated inter-discipline

relations of forensic psychology with different research projects and directions, in order to develop integrated models. The second aim related to the requirement of objectivity, validation and quality assurance of still poorly formalised methods of forensic psychology, like observation, psychological analysis of behaviour, psychological handwriting analysis. The general objective is to provide a context for a joint discussion, at which the participants could specify the mentioned aims and work out certain ways of solving the pointed problems.

EXAMINATION OF THE MENTAL STATE OF A MOTHER ACCUSED OF KILLING A NEWBORN BABY: PSYCHOLOGICAL AND SOCIAL ASPECTS

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When conducting forensic psychological examinations of the mental state of a mother accused of killing a newborn child, great attention is paid to the psychological and social aspects of this type of crime, especially the motivational sphere. Everyone is well aware of the fact that a woman experiences significant psychophysical stress immediately after childbirth, which affects her ability to understand her behavior and make decisions, in particular, this is manifested when she killed her newborn baby during or immediately after birth. On the subjective side, a mother who causes death to her child is aware that her actions or inactions are aimed at depriving a person of life. These actions or inactions can be committed: both with direct and indirect intent; both suddenly and deliberately. Negative emotions that accumulate in the mother as a result of exposure to her stressful situation reduce the ability to adequately assess the value of her actions and the possibility of negative consequences. Consequently, with this type of examination it is important to find out what exactly was the traumatic situation. Various

socio-and ethno cultural factors, such as the father's abandonment of the child, difficult financial situation, the value system is of particular importance, including the assimilation of local national customs and traditions (including those related to the regulation of the sexual life of women), the fear of being condemned for having a child outside of marriage, etc. An important fact in this period is the fact that a woman is not always able to perceive a born person as an independent living being and continues to see her fruit in it, to feel him as a source of pain and suffering. Here one should especially take into account the individual psychological characteristics of the subject of the expertise, which is collective and along with the orientation of the personality, features of the motivational, volitional, emotional spheres, character, temperament, cognitive activity, includes socio-culturally determined value orientations, features of semantic perception of various situations, behavior patterns and emotional response.

PSYCHOLOGICAL PROFILING WITH THE SUPPORT OF FORMAL HANDWRITING ANALYSIS

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Vali Engalychev

Tsiolkovskiy Kaluga State University (Kaluga, Russia)

Forensic psychological examination strongly requires methodological tools that are objective and reliable. Often the explicit involvement of the person under investigation is not possible or information by him is not credible. In these cases, handwriting psychology could be useful. It provides a wide coverage of personal characteristics and excludes social desirability. The problem of the tradition handwriting analysis is insufficient validation. In the current paper, we propose computer-aided formal handwriting analysis by means of HSDetect system developed by one of the authors. The system was verified in a series of validation experiments with psychometric tests like NEO-FFI, D2, 16PF, EQ-i 2.0, PVQ and with the Wacom graphical tablet equipped with CSWin program for measurement of handwriting characteristics. The current paper describes both the principles and the model of the formal handwriting analysis and its practical implementation, which is based on the normative database of several hundred subjects and handwriting samples in different languages. In forensics, handwriting psychology supplements traditional instruments in different questions, which a criminal and forensic psychologist faces:

- In-person forensic psychological examination.
- Forensic

psychological examination in absentia that is usually carried out towards suicide victims or missing people who left notes, letters, diary entries, etc.

- Expert examinations conducted at the lawyers' and human rights defenders' requests that have become an important trend in recent years. The examination of handwritten materials of the surrender and first confessions often reveals indications of inadequate mental state of the subject that may indicate an illegal psychological impact made on him.
- Criminal profiling that enables the linking of individual's action to its psychological profile. The profiling is most often used to identify potential or acting terrorists, paedophiles, criminals demanding ransom for kidnapped people, etc.
- Distance profiling allows use of psychological handwriting analysis along with other techniques and methods of analysis of video records, photographs, audio recordings, witness testimonies, video surveillance, etc. This results in creation of psychological portraits of the leaders of criminal gangs, corruptionists and others who cannot be examined during regular psychological examination. Handwriting analysis strongly contributes to reliability and enables profiling and examination when other methods are not available.

MIMIC INDICATORS OF MENTAL PROCESSES DURING FORENSIC PSYCHOLOGICAL EXPERTISE: ASSESSMENT AND ANALYZING METHODS

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Alexey Khavylo

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Vadim Danshin

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National Research Nuclear University MEPhI (Moscow, Russia)

Often various mental processes are accompanied by facial muscles movement, and only a small part of these movements are controlled by the person. Therefore the analysis of mimic muscles motions is one of perspective ways to solve the problem of psychological states assessment in forensic expertise. To create a tool for assessing the true subjective difficulty of each question for each person during the forensic psychological examination it is necessary to develop the software for facial muscle micro-movements fixation an analysis algorithm of each muscle movement during solving problems. The problem of facial muscles' micro-movements recognition is considered. The capabilities of the "System of Psychophysiological Research" software are explored. Mimic activity of 15 respondents during answer 50 simple and 50 difficult questions is studied. Their facial reactions (each mimic muscles motion) were fixed by high resolution digital video recorder. The results of 1500 video fragments' analysis are presented. Preprocessing and data analysis were performed on programming language R v. 3.5.0. The obtained digital data were analyzed using

multidimensional statistical methods (factor analysis, cluster analysis, spectral analysis). Both general and individual patterns of face micro-motions of certain muscle groups are identified. Separation of the right and left half of the face into zones of synchronous patterns is revealed. It has been shown that (1) mimic muscles motions are closely interrelated and by using of factor analysis it is possible to reduce multidimensional data to four main factors (second order channels), but the composition of these factors is individual for each subject; (2) before answering each question, the moment of change in the amplitude of movements of facial muscles is fixed, and this is not always associated with articulation; (3) this period of mimic activity before answer indicate the difficulty or significance of the question for the person. The results allow to create a predictive assessment model in forensic expertise. At the initial stage it is necessary to apply jointly the developed method and expert analysis of video footage. The developed method lead to improve the accuracy of expert estimates the psychological signs of reliability or unreliability of the information reported.

INTERLABORATORY PROFICIENCY TESTING – A METHOD OF QUALITY ASSURANCE FOR FORENSIC-PSYCHOLOGICAL EXPERTISE

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The court selection of forensic-psychological experts in Germany is based on their personal competence. Therefore, the use of adequate diagnostic methods to prove competence in forensic psychology is a central aim. To ensure this, a certified postgraduate training programme for forensic psychology was set up in Germany at the beginning of 2000. However, an ambitious postgraduate course and corresponding professional experience alone are not sufficient, because the responsibility and complexity a forensic-psychological expert faces require continuous quality control measures. A characteristic that legal psychology shares with all disciplines making quantitative-qualitative diagnostics. In those disciplines (e.g. human medicine, building physics, handwriting analysis), the quality control of the experts is carried out by interlaboratory proficiency tests according to defined criteria. This ensures high performance and accuracy of the diagnosis and judgements and prevents the phenomenon of "competence illusion". Last but not least, regularly performed proficiency tests increase the credibility of experts in legal contexts. In addition to an exemplary overview showing with which

diagnostic material based on which criteria and with which statistical methods proficiency tests can be carried out in legal psychology, two examples of results from an online-based research platform in the field of handwriting analysis are presented: 1. A defined qualitative handwriting sign has been diagnosed by 21 participants from eight countries on four international handwritings. 2. The degree of personality change due to the change of the handwriting was measured in twenty test persons over a period of at least ten years using a manual-qualitative and a computer-aided-quantitative method of handwriting psychology, and the results were compared. Since the quantitative-qualitative evaluation of human information and data as well as the creation of expert reports with the indication of degrees of probability in legal psychology fall within the field of empirical science, the continuous performance of interlab proficiency testing is a necessary form of quality control for both qualitative and quantitative, computer-aided diagnosis. Proficiency tests can be used for the evaluation of new diagnostic methods and also for comparisons between countries.

FEATURES OF DIAGNOSTICS OF COGNITIVE FUNCTIONS IN FORENSIC PSYCHOLOGICAL EXPERTISE USING RBANS METHOD

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The abstract represents the results of study of cognitive functions of patients with schizophrenia and healthy participants with the help of the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS; Randolph, 1998). In the frame of development Forensic Psychological Expertise (FPE) in nowadays, it's important to estimate the cognitive functions correctly, using modern, valid and adapted methods. One of the complete tests is RBANS method, with extensive normative data (Aupperle et al., 2002) capable of distinguishing between different cognitive domains such as Immediate and Delayed Memory, Visuospatial/Constructional, Attention, Language (Duff et al., 2005). In Armenia the RBANS was adapted in Armenian language according with cultural features of Armenian population (Azizian et al. 2011). Method. The research was conducted in the "Nork", "Avan", "Nubarashen" INTRA Mental Health Centers, Yerevan State Medical University after M.Heratsi in 2011-2018. The main group of the studied consisted of 46 patients with paranoid schizophrenia: 26 men and 20 women. The control group consisted of 46 mentally healthy participants: 16 men and 30 women. In the frame of FPE we used RBANS method in more than 15 cases. RBANS Total

Score of patients with schizophrenia (N1=46) is 63.86 ± 14.75 and healthy controls (N2=46), Immediate Memory: N1= 67.52 ± 19.02 , N2= 106.63 ± 15.56 Visuospatial/Constructional: N1= 78.43 ± 18.78 , N2= 105.26 ± 14.52 , Language: N1= 69.86 ± 15.07 , N2= 86.47 ± 15.29 , Attention: N1= 61.39 ± 12.25 , N2= 82.23 ± 14.15 , Delayed Memory: N1= 70.63 ± 19.52 , N2= 101.82 ± 10.56 .

Healthy controls scores in comparison to schizophrenic patients are obviously high. RBANS Subtests correlation analysis by Pearson and Spearman shows that there are strong and significant interconnections between Immediate and Delayed Memory ($r=.738^{**}$, $p<0.001$), Language and Immediate Memory ($r=.570^{**}$, $p<0.001$), Language and Delayed Memory ($r=.558^{**}$, $p<0.001$), Immediate Memory and Attention ($r=.498^{**}$, $p<0.001$). From the practical point of view this test stands out with its usability and at the same time it provides detailed information both about cognitive status and separate cognitive functions. Normative data for Armenian population for each age and different educational level groups makes psychological diagnosis possible to study the ability of the victim, accused (suspected), witness to percept facts in a correct way, remember and reproduce, concentrate on them in the FPE.

FORENSIC EXAMINATION OF AFFECT: MEASURING MALADAPTIVE COPING IN HUSBAND-KILLERS WOMEN

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The study aim is forensic examination of specific affect and coping in dysfunctional relationships connected with long-term home violence. Sample (non-clinical) is 106 women, spouses' violence victims (aged 19 to 52 yrs old, av. age is 39 yrs old) who committed homicide, killing husbands. About 80% of women have been suffering home violence during 5-15 yrs long. It is assumed that women who have committed a crime, due to their individual personal traits and a threatening everyday life context, have a narrow range of destructive coping strategies and ego defenses, which lead to chronic stress and life-threatening interaction. 1. Qualitative methods: criminal cases' study based on testimony from relatives, neighbors, etc.); independent expert evaluation (school, household, job, medical records, other documents). 2. Observation and a semi-structured interview. 3. Psychodiagnostics: CISS, Endler & Parker, adapted by Kryukova, 2002; a modified MMPI test, Sobchik, 2000; etc. The study found support for the idea that long-term dysfunctional marital situation associates with the husbands' constant violence – physical and verbal aggression against women, alcoholism, social maladjustment, degradation, and, on the other hand, with maladaptive women's response to an aversive situation. Women with

predominantly anxious, dependent traits at the initial stage have more often chosen an emotionally-oriented coping style. The existing coping had negative dynamics during 5–15 years of long-term family destruction: inconsistent problem-oriented coping being replaced by emotions outbursts and avoidance as well as immature ego-defenses (rejection, etc.). Exhaustion of defense mechanisms and final exhaustion of coping resources “triggered” a delict-homicide. The second group of women with a high level of aggressiveness, hostility, short temper, ignoring the interests of close people, inadequate social norms, showed an extremely narrow coping repertoire. It was reduced to emotional coping: confrontation, aggression aimed at the spouse. Fixed destructive ineffective conflict resolution led the spouses to life-threatening interaction. Forensic examination of coping ways help determine a crime by a complex of united factors – the women-victims' personal traits; dysfunctional marital behavior accumulating negative emotions with aggressive explosions; the predominance of immature ego-mechanisms; maladaptive, unproductive patterns of women's coping behavior. The study was supported by RFBR, project 18-013-01005.

BRAIN, MIND, AND BEHAVIOR: TOWARDS NEW MODELS, GOALS AND CHALLENGES

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Abstract body. Neurochemical model of biologically based traits (temperament) Irina Trofimova, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada Introduction: Specialization between neurotransmitter systems underlying temperament traits and psychopathology is in the front line of studying biomarkers for psychological and psychiatric taxonomies. Method: This specialization was analyzed based on multi-disciplinary reviews and from a functional ecology perspective, considering the functional architecture of human activities. The functional differentiation within neurochemical systems is compared to models in kinesiology, psychophysiology and clinical neuropsychology that investigated key stages and regulatory systems of human actions. Results: The roles of monoamine neurotransmitters (serotonin, dopamine, noradrenaline), as well as the roles of acetylcholine, neuropeptides and opioid receptor systems in the regulation of specific dynamical properties of behavior is summarized within the neurochemical Functional Ensemble of Temperament (FET) model. Discussion and conclusions: The FET framework allows having both, a common taxonomy for biologically based traits in healthy individuals and for taxonomies of mental illnesses. The presentation will give examples of how the FET framework can be used in psychiatry and clinical psychology for assessment and treatment.

Press paragraph. The topics of the symposium will include a discussion of new approaches to solving the issues of relation between brain and mental aspects of purposeful behavior regularities. The problem of distant identification of human stress by cluster analysis infrared and

terahertz radiation from different face regions will be described by professor A.M. Chernorizov (Lomonosov Moscow State University, Russia); brain mechanisms of attention – by professor K. Alho (University of Helsinki, Finland); personal view on the development of cognitive neuroscience (or psychophysiology) will be presented by professor M. Sams (Aalto University School of Science, Finland); neurochemical model of individuality in normal and pathological states will be described by adjunct Professor I. Trofimova and associate professor W.H. Sulis (McMaster University, Canada); the idea of evolutionally meaningful mechanisms of regression will be justified by professor Y.I. Alexandrov (Institute of psychology, RAS); brain-based view of learning for achievement or avoidance will be provided by A.A. Sozinov (Institute of Psychology, RAS).

General summary of the Symposium. 5.1 General summary. The data concerning the distant identification of human stress by cluster analysis infrared (IR) and terahertz (THz) radiation from different face regions, where IR and THz signals correlated with heart rate in the situations of informational and physical stress will be presented. Arguments in favor of suggestion that selective attention to spoken or written sentences is largely automatized will be put forward. Experimental data that show that we activate motor, somatosensory and emotional brain regions while we perceive the actions, sensations and emotions of others and that the propensity to empathize spontaneously with the feelings of others may be critical for normal social development will be presented. On the basis of review of the development of cognitive neuroscience the conclusion will be made that

much of the progress had depended on the methodological advancements such as the possibility to use more "naturalistic" stimuli and on the moving from "stimulus-response" paradigms to such where it is increasingly important to characterize the experimental subjects as well as their behavior. Data showing that post-hypnotic suggestions diminish Stroop effects by enhancing proactive executive control over lexico-semantic conflicts will be presented. Arguments will be justified in favor of the fact that the Functional Ensemble of Temperament (FET) model that allows having both, a common taxonomy for biologically based traits in healthy individuals and for taxonomies of mental illnesses. It will be shown that reversible dedifferentiation, which is phenomenologically described as regression, is a general mechanism for restructuring the organism-environment interactions in situations when behaviors that were effective in the past become ineffective. Approach- and avoidance-motivated learning differences will be explained by principles derived from neuronal activity analysis.

5.2 Individual abstracts (first author variants before final correction according general rules)

Brain activity associated with attention to audio-visual speech

K. Alho^{1,2}, M. Verwoert^{1,3}, E. Sahari¹, M. Moisala¹, P. Wikman¹, V. Salmela¹, M. Leminen⁴, M. Laine⁵ & A. Leminen¹

¹ Department of Psychology and Logopedics, University of Helsinki, Helsinki, Finland ² AMI Centre, Aalto University, Espoo, Finland ³ Department of Experimental Psychology, Utrecht University, Utrecht, The Netherlands ⁴ Department of Phoniatics, Helsinki University Hospital, Helsinki, Finland ⁵ Department of Psychology, Åbo Akademi University, Turku, Finland

Background. Human listeners are able to attend selectively to a particular speaker at the presence of irrelevant speech or in otherwise noisy situations. However, only a few brain imaging studies have mapped the underlying brain activity in naturalistic selective-listening situations.

Methods. Using functional magnetic resonance imaging in two studies with 15 and 19 healthy adult participants, we examined brain activity during selective attention to dialogues on emotionally neutral topics by a female and male speaker seen on a screen at the presence of irrelevant speech in the background. The perceptual quality of the

dialogues was manipulated by noise-vocoding of speech signals and by masking speech-related facial movements. After each attended dialogue, the participants answered to questions about its content. In control conditions, the participants were instructed to ignore the speech stimuli, attend to a fixation cross and count the number of rotations of the cross (from "x" to "+", or vice versa).

Results and Discussion. Attention to dialogues was associated with enhanced auditory cortex activity. This activity was higher for higher auditory and visual quality. Lower auditory quality, in turn, was associated with higher frontal and parietal cortical activity presumably due to enhanced attentional demands. Moreover, attention to the dialogues (vs. attention to the fixation cross) was accompanied by enhanced activity in the ventromedial prefrontal cortex, temporal pole, and posterior cingulate gyrus. In previous studies, these areas have shown enhanced activity in conditions demanding, for instance, theory of mind or moral judgment. Thus, in addition to auditory cortex speech comprehension systems, selectively attended audio-visual speech appears to activate brain networks of social cognition even when the speech content is emotionally neutral and there is no need for social decision-making. This research was supported by the Academy of Finland (grant #297848).

Sociological– Psychological Cognitive Neuroscience Mikko Sams, Department of Neuroscience and Biomedical Engineering Department of Computer Science Aalto University, Finland

Introduction. I will present my personal view of the evolution of human cognitive neuroscience (or psychophysiology) during my own research career hoping to illustrate some important trends within this field of science. Much of the progress had depended on the methodological advancements such as the possibility to use more "naturalistic" stimuli in and advances in signal analysis methods. This has made it possible to address new types of questions of the neural mechanisms underlying behavior. One important trend has been moving from "stimulus-response" paradigms to such where it is increasingly important to characterize the experimental subjects as well as their behavior. **Results:** I will describe our recent experiments on decoding emotions from the

brain activity and taking different perspectives on what we are viewing, and how the differences in the ways people see the world around us is reflected on the neuronal level. Discussion: One way of describing my research at present stage would be “a study of neural and bodily mechanisms of socially constructed reality”. One outstanding question I am addressing with my colleagues is how momentary or longer-duration belonging to specific ingroups influences our thinking and underlying neural mechanisms. We are also scrutinizing the nature of empathy and how it can be conceptualized and real-life like conditions. Neurochemical model of biologically based traits (temperament) Irina Trofimova, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada Introduction: Specialization between neurotransmitter systems underlying temperament traits and psychopathology is in the front line of studying biomarkers for psychological and psychiatric taxonomies. Method: This specialization was analyzed based on multi-disciplinary reviews and from a functional ecology perspective, considering the functional architecture of human activities. The functional differentiation within neurochemical systems is compared to models in kinesiology, psychophysiology and clinical neuropsychology that investigated key stages and regulatory systems of human actions. Results: The roles of monoamine neurotransmitters (serotonin, dopamine, noradrenaline), as well as the roles of acetylcholine, neuropeptides and opioid receptor systems in the regulation of specific dynamical properties of behavior is summarized within the neurochemical Functional Ensemble of Temperament (FET) model. Discussion and conclusions: The FET framework allows having both, a common taxonomy for biologically based traits in healthy individuals and for taxonomies of mental illnesses. The presentation will give examples of how the FET framework can be used in psychiatry and clinical psychology for assessment and treatment. Assessing the continuum between temperament and mental disorders in the context of brain neurochemistry William H. Sulis, Clinical Associate Professor, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada Introduction. Temperament traits, i.e. biologically

based individual differences, are observable not only in healthy humans, but also in animals and very young children, i.e. in pre-cultural individuals. A taxonomy of temperament could provide the basis for a new taxonomy of mental illness as temperament and mental illness represent varying degrees along the same continuum of neurotransmitter imbalances. A good temperament taxonomy therefore should be able to discriminate between mental disorders. Method. The presentation reports on several studies conducted by our lab in South Ontario, Canada that compared temperament profiles in patients with Major Depression, Generalized Anxiety Disorder and comorbid depression and anxiety. These studies used the Structure of Temperament Questionnaire (STQ-77) which assess 12 temperament traits in line with the neurochemical model Functional Ensemble of Temperament (FET). Using the STQ-77, the temperament profiles of 246 control subjects and 371 patients with these disorders were compared across four adult age groups (18-24, 25-45, 46-65, 66-84). Results. MDD and GAD appear to be accurately distinguished by the traits of Motor Endurance and Motor Tempo (much lower values in depression), and Neuroticism (much higher value in anxiety). Comorbids can be distinguished based on a significant decrease in the traits of Plasticity, Intellectual Endurance, Probabilistic Processing, and increased Impulsivity. These effects seemed independent of age and gender. Discussion and conclusions. The main goal of this study was to examine whether the neurochemical FET model possessing an extensive set of non-emotionality traits provides better discrimination between MDD, GAD and Comorbid MDD and GAD, in comparison to emotionality-based temperament models. Our results suggest the benefits of including non-emotionality-related traits and the usefulness of a functional approach to both taxonomy of temperament and classification of mental disorders. Moreover, FET framework is more compatible with the symptoms of mental disorders than other existing models of temperament and personality. Reversible Dedifferentiation (RD) During Regression as a Basis for Effective Adaptation Alexandrov Yuri I. Institute of Psychology, Russian Academy of Sciences, Moscow Introduction. The concept of

regression is usually understood as a decrease in the "level of organization" of behavior and its return to earlier stages of development. The purpose of our study was to identify which patterns of the dynamics of individual experience and its brain organization underlie the phenomena described as regression. Results and Discussion. I will discuss the results of analyses of the dynamics of individual experience in situations when regression occurs, such as stress, disease, learning, highly emotional states and alcohol intoxication. Our studies explored a wide range of phenomena, from changes in gene expression and impulse neuronal activity in animals to prosocial behavior in humans of different ages. Common mechanisms of regression in various situations are proposed. We had previously found that implementation of behavior is based on simultaneous activation of new, most differentiated functional systems (elements of experience), formed at relatively late stages of development, as well as many other relatively early formed and less differentiated systems. Regression is observed after acute administration of alcohol, under stress and in emotional states. As we have found, the common mechanism of regression can be described as RD, which is understood as a relative increase of the proportion of low-differentiated systems in the actualized experience. For example, it was shown that under stress, adults regress to "childish" forms of moral decisions. RD has been found to characterize the initial stages of learning (systemogenesis). In all of the cases of dedifferentiation mentioned above, the complexity of the systemic organization of behavior, measured by sample entropy of the heart rate, significantly decreases. The results of mathematical modeling support the idea that RD can be one of the mechanisms for increasing the effectiveness of adaptation through learning. Conclusions. RD is a general mechanism for restructuring the organism-environment interactions in situations when behaviors that were effective in the past become ineffective. Thus, RD has evolved as a component of adaptation when new behaviours are formed and large-scale modifications in the existing behaviours are required in the face of changes in the external and / or internal environment. Supported by the RSF [#14-28- 00229]. Remote

Detection of Human Emotional Arousal by Analyzing the Terahertz Passive Radiation from Facial Areas A.M. Chernorizov1, E.E. Berlovskaya1, O.P. Cherkasova2, S.A. Isaychev1, A.P. Shkurinov1 1Lomonosov Moscow State University, Moscow, Russia 2Institute of Laser Physics of SB RAS, Novosibirsk, Russia Background. To date the development of systems for monitoring of personal emotional arousal, EA (sleep/wake states, emotions, stress responses), are focused on remote (non-contact) methods for registration of physiological parameters. We present the data concerning the distant identification of human stress by cluster analysis terahertz (THz) radiation from different face regions, where THz signals correlated with heart rate (HR) in the situations of informational and physical stress. Methods. 38 volunteers, aged from 19 up to 57 years, participated in the experiments. Stress states were provoked by physical (threat of electric shock) or mental (solving of a hard task) stressors. For the control of EA were registered using electrocardiogram, photoplethysmogram, and galvanic skin response. The registration of the face images in the THz range by THz detector IRVT0831 was synchronous to the registration of psychophysiological indicators. Results and Discussion. The original algorithm of cluster analysis the THz radiations was developed. In stress situations there it was revealed that statistically significant ($p < 0,05$) resistant in time correlations between THz images, from one hand, and HR, from another one, are occurred in the areas of forehead and nasolabial triangle. It is shown that cluster analysis of distant registered THz images enables to divide the subjects into two groups by the type of reactions of the circulatory system in stressful conditions. In subjects from the first group stress causes a rush of the blood. In the subjects from the second group it provokes a spasm of the blood vessels and, as a consequence, a decrease in the intensity of blood circulation. It is also shown that the intensity of the THz signal around nose wings is reduced while person breathes. This phenomenon may be used to develop algorithms for non-contact registration of the respiratory rhythm. The authors are grateful to Dr I.A. Ozheredov and Dr A.N. Varaksin for effective assistance in conducting experiments and data

analysis. The work was supported by RFBR, project № 17-29-02487. Loci of Stroop Effects in Vocal and Manual Tasks, Revealed by Event-Related Brain Potentials and Post-Hypnotic Suggestions Anoushiravan Zahedi¹, Rasha Abdel Rahman¹, Birgit Stürmer², Werner Sommer¹ ¹Humboldt-Universität zu Berlin ²International Psychoanalytic University, Berlin Background. In the Stroop task color words are shown in various print colors. When print colors are named or classified with button presses, interference occurs if word meaning is color-incongruent and facilitation if it is congruent. Although the Stroop effects in vocal and manual task versions are similar, it is unclear whether the underlying mechanisms are equivalent.

Method. We addressed this question by (1) recording event-related brain potentials (ERPs), (2) manipulating the lexicality of neutral stimuli, and (3) giving post-hypnotic suggestions (PHS) that written words would lose their meaning. Results. The Stroop effect in the vocal version was twice its manual counterpart. PHSs strongly reduced both effects by a similar amount, supporting a common semantic locus during reading. Task- and hypnosis-invariant lexicality effects for neutral words ruled out pre-semantic reading loci. Articulation-artifact corrected ERPs showed task-invariant Stroop effects in N400 amplitudes, supporting similar semantic loci. However, in the vocal task response-locked ERPs indicated a task-specific Stroop effect over left-inferior frontal and parietal scalp sites, suggesting interference during word production. Interestingly, PHS increased the N1 and decreased the N2 components in ERPs, regardless of congruency, indicating enhanced proactive executive control and diminished demands on conflict-monitoring, respectively. Stroop effects in the N400 were reduced by PHS. Discussion. Vocal and manual Stroop versions seem to share semantic loci of conflict. The bigger vocal Stroop effect may be due to additional loci in the word production lexicon. Apparently, PHS diminish Stroop effects by enhancing proactive executive control over lexico-semantic conflicts. This work was supported by a PhD stipend of the Deutscher Akademischer Austauschdienst to AZ. Learning for achievement and avoidance: cultural

differences and similarities Sozinov A.A.a,b, Tskhadaia L.G.b, Kudinov S.S.c, Tuominen T.d, Laukka S.d, Alexandrov Yu.I.a,e,f a V.B. Shvyrkov Laboratory of Neural Bases of Mind, Institute of Psychology, RAS, Russia; b State Academic University for Humanities, Russia; c RUDN University, Russia d University of Oulu, Finland e National Research University Higher School of Economics, Russia f Moscow State University of Psychology and Education, Russia Background. Social and cultural neuroscience has made it persuading that psychological categories are not universal. Neuronal activity recordings (including our own) reveal the main ground for this – they show that the structure of experience is derived from individual history of interactions with the environment. Brain activity and behavioral data show that approach and avoidance are basic categories that underlie our understanding of organization of behavior. We propose that this division also manifests the structure of individual experience: the “negative” domain is more complex, differentiated, and is characterized with more cognitive load, than the “positive” domain. Accordingly, in our prior study accuracy measures were lower for learning session and higher for transfer session in the loss context, compared to gain context. Since human interactions are social, we also expected the domain effect to be mediated by cultural traits. Methods. Our neuronal recording setup and rationale (Alexandrov et al., 2018), as well as our A-aware program used to assess gain- or loss-learning in humans (Sozinov et al., 2018) are described elsewhere. In the latter, we compared performance indices between groups of Chinese and Russian participants, known to differ in traits that presumably reveal approach and avoidance motivation. The between-group context of gain or loss defined the type of feedback. Findings. The time of the first correct trial was greater in the loss context than in the gain context in Chinese participants, but not in Russians (ANOVA, $F(1, 125) = 8,49$; $p < 0,01$). The transfer indices in the current dataset have not revealed corresponding greater transfer in the loss context that we expected. Importantly, our neuronal activity analysis shows that the brain underpinnings of behavior depend on the way that behavior had been formed. Discussion. The difference in human learning study presumably reflects

cultural specificity of approach-avoidance motivation. Therefore, an essential insight from social neuroscience and systems psychophysiology is that the characteristics of neuronal activity and behavioral events are derived from individual experience and reflect history of organism-environment interactions. Supported: Russian Science Foundation, #14-28-00229 for the Institute of Psychology, RAS. 6. Speakers' titles, full names, affiliations, countries, and contact details. Kimmo Alho, Professor of Psychology, Department of Psychology and Logopedics, University of Helsinki, Finland. E-m: kimmo.alho@helsinki.fi Mikko Sams, Professor of Psychology, Head of the Brain and Mind Laboratory, Department of Neuroscience and Biomedical Engineering, Aalto University School of Science, Finland. E-m: mikko.sams@aalto.fi Irina Trofimova, Adjunct Professor & Senior Researcher in CILab McMaster University, Department of Psychiatry and Behavioral Neurosciences, Canada. E-m: iratrofimov@gmail.com William H. Sulis, Clinical

Associate Professor, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada. E-m: sulisw@mcmaster.ca Yuri I. Alexandrov, Professor for Psychology, Corresponding Member of the Russian Academy of Education, Head of the Psychophysiology Lab, Institute of Psychology, Russian Academy of Sciences, Russia. E-m: yuraalexandrov@yandex.ru Alexander M. Chernorizov, Professor for Psychology, Head of Psychophysiology Department, Faculty of Psychology, Lomonosov Moscow State University, Russia. E-m: amchern53@mail.ru Werner Sommer, Professor, Lebenswissenschaftliche Fakultät, Institut für Psychologie, Biologische Psychologie / Psychophysiology, Humboldt-Universität zu Berlin, Germany. E-m: werner.sommer@cms.hu-berlin.de Alexey A. Sozinov, Ph.D., researcher at the Shvyrkov's Lab. Neural Bases of Mind, Institute of Psychology, Russian Academy of Sciences. E-m: alesozinov@yandex.ru

BRAIN ACTIVITY ASSOCIATED WITH ATTENTION TO AUDIO-VISUAL SPEECH

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However, only a few brain imaging studies have mapped the underlying brain activity in naturalistic selective-listening situations. Using functional magnetic resonance imaging in two studies with 15 and 19 healthy adult participants, we examined brain activity during selective attention to dialogues on emotionally neutral topics by a female and male speaker seen on a screen at the presence of irrelevant speech in the background. The perceptual quality of the dialogues was manipulated by noise-vocoding of speech signals and by masking speech-related facial movements. After each attended dialogue, the participants answered to questions about its content. In control conditions, the participants were instructed to ignore the speech stimuli, attend to a fixation cross and count the number of rotations of the cross (from "x" to "+", or vice versa). Attention to dialogues was associated with enhanced auditory cortex activity. This

activity was higher for higher auditory and visual quality. Lower auditory quality, in turn, was associated with higher frontal and parietal cortical activity presumably due to enhanced attentional demands. Moreover, attention to the dialogues (vs. attention to the fixation cross) was accompanied by enhanced activity in the ventromedial prefrontal cortex, temporal pole, and posterior cingulate gyrus. In previous studies, these areas have shown enhanced activity in conditions demanding, for instance, theory of mind or moral judgment. Thus, in addition to auditory cortex speech comprehension systems, selectively attended audio-visual speech appears to activate brain networks of social cognition even when the speech content is emotionally neutral and there is no need for social decision-making. This research was supported by the Academy of Finland (grant #297848).

REMOTE DETECTION OF HUMAN EMOTIONAL AROUSAL BY ANALYZING OF TERAHERTZ PASSIVE RADIATION FROM FACIAL AREAS

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To date the development of systems for monitoring of personal emotional arousal, EA (sleep/wake states, emotions, stress responses), are focused on remote (non-contact) methods for registration of physiological parameters. We present the data concerning the distant identification of human stress by cluster analysis terahertz (THz) radiation from different face regions, where THz signals correlated with heart rate (HR) in the situations of informational and physical stress. 38 volunteers, aged from 19 up to 57 years, participated in the experiments. Stress states were provoked by physical (threat of electric shock) or mental (solving of a hard task) stressors. For the control of EA were registered using electrocardiogram, photoplethysmogram, and galvanic skin response. The registration of the face images in the THz range by THz detector IRVT0831 was synchronous to the registration of psychophysiological indicators. The original algorithm of cluster analysis the THz radiations was developed. In stress situations there it was

revealed that statistically significant ($p < 0,05$) resistant in time correlations between THz images, from one hand, and HR, from another one, are occurred in the areas of forehead and nasolabial triangle. It is shown that cluster analysis of distant registered THz images enables to divide the subjects into two groups by the type of reactions of the circulatory system in stressful conditions. In subjects from the first group stress causes a rush of the blood. In the subjects from the second group it provokes a spasm of the blood vessels and, as a consequence, a decrease in the intensity of blood circulation. It is also shown that the intensity of the THz signal around nose wings is reduced while person breathes. This phenomenon may be used to develop algorithms for non-contact registration of the respiratory rhythm. The authors are grateful to Dr I.A. Ozheredov and Dr A.N. Varaksin for effective assistance in conducting experiments and data analysis. The work was supported by RFBR, project № 17-29-02487.

NEUROCHEMICAL MODEL OF BIOLOGICALLY BASED TRAITS (TEMPERAMENT)

I. Trofimova

McMaster University (Hamilton, Canada)

Specialization between neurotransmitter systems underlying temperament traits and psychopathology is in the front line of studying biomarkers for psychological and psychiatric taxonomies. This specialization was analyzed based on multi-disciplinary reviews and from a functional ecology perspective, considering the functional architecture of human activities. The functional differentiation within neurochemical systems is compared to models in kinesiology, psychophysiology and clinical neuropsychology that investigated key stages and regulatory systems of human actions. The roles of monoamine neurotransmitters (serotonin,

dopamine, noradrenaline), as well as the roles of acetylcholine, neuropeptides and opioid receptor systems in the regulation of specific dynamical properties of behavior is summarized within the neurochemical Functional Ensemble of Temperament (FET) model.

The FET framework allows having both, a common taxonomy for biologically based traits in healthy individuals and for taxonomies of mental illnesses. The presentation will give examples of how the FET framework can be used in psychiatry and clinical psychology for assessment and treatment.

SOCIOLOGICAL-PSYCHOLOGICAL COGNITIVE NEUROSCIENCE

Mikko Sams

Aalto University (Helsinki, Finland)

Introduction. I will present my personal view of the evolution of human cognitive neuroscience (or psychophysiology) during my own research career hoping to illustrate some important trends within this field of science. Much of the progress had depended on the methodological advancements such as the possibility to use more "naturalistic" stimuli in and advances in signal analysis methods. This has made it possible to address new types of questions of the neural mechanisms underlying behavior. One important trend has been moving from "stimulus-response" paradigms to such where it is increasingly important to characterize the experimental subjects as well as their behavior.

Results. I will describe our recent experiments on decoding emotions from the brain activity and taking different perspectives on what we are viewing, and how the differences in the ways people see the world around us is reflected on the neuronal level. **Discussion.** One way of describing my research at present stage would be "a study of neural and bodily mechanisms of socially constructed reality". One outstanding question I am addressing with my colleagues is how momentary or longer-duration belonging to specific ingroups influences our thinking and underlying neural mechanisms. We are also scrutinizing the nature of empathy and how it can be conceptualized and real-life like conditions.

LOCI OF STROOP EFFECTS IN VOCAL AND MANUAL TASKS, REVEALED BY EVENT-RELATED BRAIN POTENTIALS AND POST-HYPNOTIC SUGGESTIONS

Anoushiravan Zahedi

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In the Stroop task color words are shown in various print colors. When print colors are named or classified with button presses, interference occurs if word meaning is color-incongruent and facilitation if it is congruent. Although the Stroop effects in vocal and manual task versions are similar, it is unclear whether the underlying mechanisms are equivalent. We addressed this question by (1) recording event-related brain potentials (ERPs), (2) manipulating the lexicality of neutral stimuli, and (3) giving post-hypnotic suggestions (PHS) that written words would lose their meaning. The Stroop effect in the vocal version was twice its manual counterpart. PHSs strongly reduced both effects by a similar amount, supporting a common semantic locus during reading. Task- and hypnosis-invariant lexicality effects for neutral words ruled out pre-semantic reading loci. Articulation-artifact corrected ERPs showed task-invariant Stroop

effects in N400 amplitudes, supporting similar semantic loci. However, in the vocal task response-locked ERPs indicated a task-specific Stroop effect over left-inferior frontal and parietal scalp sites, suggesting interference during word production. Interestingly, PHS increased the N1 and decreased the N2 components in ERPs, regardless of congruency, indicating enhanced proactive executive control and diminished demands on conflict-monitoring, respectively. Stroop effects in the N400 were reduced by PHS. Vocal and manual Stroop versions seem to share semantic loci of conflict. The bigger vocal Stroop effect may be due to additional loci in the word production lexicon. Apparently, PHS diminish Stroop effects by enhancing proactive executive control over lexico-semantic conflicts. This work was supported by a PhD stipend of the Deutscher Akademischer Austauschdienst to AZ.

LEARNING FOR ACHIEVEMENT AND AVOIDANCE: CULTURAL DIFFERENCES AND SIMILARITIES

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L. Tskhadaia

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T. Tuominen**Laukka S.**

University of Oulu (Oulu, Finland)

Yu. Alexandrov

Institute of Psychology, Russian Academy of Sciences (Moscow, Russia)

Neuronal activity recordings (including our own) reveal the main ground for this – they show that the structure of experience is derived from individual history of interactions with the environment. Brain activity and behavioral data show that approach and avoidance are basic categories that underlie our understanding of organization of behavior. We propose that this division also manifests the structure of individual experience: the “negative” domain is more complex, differentiated, and is characterized with more cognitive load, than the “positive” domain.

Accordingly, in our prior study accuracy measures were lower for learning session and higher for transfer session in the loss context, compared to gain context. Since human interactions are social, we also expected the domain effect to be mediated by cultural traits. Methods. Our neuronal recording setup and rationale (Alexandrov et al., 2018), as well as our A-aware program used to assess gain- or loss-learning in humans (Sozinov et al., 2018) are described elsewhere. In the latter, we compared performance indices between groups of Chinese

and Russian participants, known to differ in traits that presumably reveal approach and avoidance motivation. The between-group context of gain or loss defined the type of feedback. Findings. The time of the first correct trial was greater in the loss context than in the gain context in Chinese participants, but not in Russians (ANOVA, $F(1, 125) = 8,49$; $p < 0,01$). The transfer indices in the current dataset have not revealed corresponding greater transfer in the loss context that we expected. Importantly, our neuronal activity analysis shows that the brain underpinnings of behavior depend on the way that behavior had been formed. Discussion. The difference in human learning study presumably reflects cultural specificity of approach-avoidance motivation. Therefore, an essential insight from social neuroscience and systems psychophysiology is that the characteristics of neuronal activity and behavioral events are derived from individual experience and reflect history of organism- environment interactions. Supported: Russian Science Foundation, #14-28-00229 for the Institute of Psychology, RAS.

ASSESSING THE CONTINUUM BETWEEN TEMPERAMENT AND MENTAL DISORDERS IN THE CONTEXT OF BRAIN NEUROCHEMISTRY

William Sulis

McMaster University (Hamilton, Canada)

Temperament traits, i.e. biologically based individual differences, are observable not only in healthy humans, but also in animals and very young children, i.e. in pre-cultural individuals. A taxonomy of temperament could provide the basis for a new taxonomy of mental illness as temperament and mental illness represent varying degrees along the same continuum of neurotransmitter imbalances. A good temperament taxonomy therefore should be able to discriminate between mental disorders. The presentation reports on several studies conducted by our lab in South Ontario, Canada that compared temperament profiles in patients with Major Depression, Generalized Anxiety Disorder and comorbid depression and anxiety. These studies used the Structure of Temperament Questionnaire (STQ-77) which assess 12 temperament traits in line with the neurochemical model Functional Ensemble of Temperament (FET). Using the STQ-77, the temperament profiles of 246 control subjects and 371 patients with these disorders were compared across four adult age groups (18-24, 25-45, 46-

65, 66-84). MDD and GAD appear to be accurately distinguished by the traits of Motor Endurance and Motor Tempo (much lower values in depression), and Neuroticism (much higher value in anxiety). Comorbids can be distinguished based on a significant decrease in the traits of Plasticity, Intellectual Endurance, Probabilistic Processing, and increased Impulsivity. These effects seemed independent of age and gender. The main goal of this study was to examine whether the neurochemical FET model possessing an extensive set of non-emotionality traits provides better discrimination between MDD, GAD and Comorbid MDD and GAD, in comparison to emotionality-based temperament models. Our results suggest the benefits of including non-emotionality-related traits and the usefulness of a functional approach to both taxonomy of temperament and classification of mental disorders. Moreover, FET framework is more compatible with the symptoms of mental disorders than other existing models of temperament and personality.

REVERSIBLE DEDIFFERENTIATION (RD) DURING REGRESSION AS A BASIS FOR EFFECTIVE ADAPTATION

Yu. Alexandrov

*Institute of Psychology, Russian Academy of Sciences
(Moscow, Russia)*

The concept of regression is usually understood as a decrease in the “level of organization” of behavior and its return to earlier stages of development. The purpose of our study was to identify which patterns of the dynamics of individual experience and its brain organization underlie the phenomena described as regression. I will discuss the results of analyses of the dynamics of individual experience in situations when regression occurs, such as stress, disease, learning, highly emotional states and alcohol intoxication. Our studies explored a wide range of phenomena, from changes in gene expression and impulse neuronal activity in animals to prosocial behavior in humans of different ages. Common mechanisms of regression in various situations are proposed. We had previously found that implementation of behavior is based on simultaneous activation of new, most differentiated functional systems (elements of experience), formed at relatively late stages of development, as well as many other relatively early formed and less differentiated systems. Regression is observed after acute administration of alcohol, under stress and in emotional states. As we have found, the common

mechanism of regression can be described as RD, which is understood as a relative increase of the proportion of low-differentiated systems in the actualized experience. For example, it was shown that under stress, adults regress to “childish” forms of moral decisions. RD has been found to characterize the initial stages of learning (systemogenesis). In all of the cases of dedifferentiation mentioned above, the complexity of the systemic organization of behavior, measured by sample entropy of the heart rate, significantly decreases. The results of mathematical modeling support the idea that RD can be one of the mechanisms for increasing the effectiveness of adaptation through learning. RD is a general mechanism for restructuring the organism-environment interactions in situations when behaviors that were effective in the past become ineffective. Thus, RD has evolved as a component of adaptation when new behaviours are formed and large-scale modifications in the existing behaviours are required in the face of changes in the external and / or internal environment. Supported by the RSF [#14-28-00229]

A NEURAL PERSPECTIVE ON EMPATHY AND PROSOCIALITY

Christian Keyzers

University of Amsterdam (Amsterdam, Netherlands)

How does our brain make us understand what other people do and feel? How does our brain make us empathize with the emotions of others? I will initially review fMRI experiments from our lab that show that humans activate their somatosensory and emotional brain regions while we perceive the sensations and emotions of others. This has been taken to suggest that we recruit neurons involved in our own pain while we witness the pain of others, and that this is what triggers us to share the pain of others. To test whether this is true, we have developed a rodent model of empathy. Methods: We used single cell recordings in 17 rats and muscimol deactivations in 14 rats, both targeting the anterior cingulate cortex, while the rats witnessed another animal

receive painful shocks. In addition, we recorded single cell recordings while the animals themselves experience pain (via a laser) and fear (via a fear conditioned sound CS). the rat ACC (area 24) contains neurons responding when a rat experiences pain and while witnessing another rat receive footshocks. Most of these neurons do not respond to fear. Deactivating this region reduces freezing while witnessing footshocks to others but not while hearing the CS. Mirror-like neurons for pain thus exist in the mammalian ACC that map the pain of others selectively onto the very same neurons involved in our own pain. Interfering with that ACC activity causally impairs emotional contagion.

FAMILY PSYCHOLOGY

Natalia Tsvetkova

Zagrad Aygumova

Maya Shvetsova

Elena Makarova

Moscow State Pedagogical University (Moscow, Russia)

Vincent de Gaulejac

Paris Diderot University (Paris, France)

Abstract body. The symposium addresses the problems of the modern family. Topics covered include: the characteristics of the family conflicts in the families with different durations of marriage; the motivational basis of partner choice in the biethnic families; prosocial behavior of the child in the context of parental relations; peculiar properties of mother'interaction with a child with a diagnosis of cerebral palsy; the individual as a product of family history, the subject of which he strives to become.

Press paragraph. The study of the problems of the modern family is of great social importance in view of the observed negative trends in the development of the institution of the family. A large number of divorces, worsening of marital interaction, the effect of "loneliness together", disunity in parent-child relationships, the growth of children with severe congenital diseases — all these issues will be addressed in the framework of the symposium "Family Psychology." The symposium is conducted by Natalya Tsvetkova (Russia), Professor at Moscow State Pedagogical University and Vincent de Gaulejac (France), Professor Emeritus at

Paris Diderot University. At the symposium there are presentations by the Professor at the Moscow State Pedagogical University Z. Aygumova on biethnic families; by the Professor at Moscow State Pedagogical University M. Shvetsova on the child's prosocial behavior in the context of parental relations; be the docent at Moscow State Pedagogical University E.Makarova about the peculiar properties of mother'interaction with a child with a diagnosis of cerebral palsy.

General summary of the Symposium. Currently, the study of family problems, family relations attracts much attention of researchers. The study of the problems of the modern family is of great social importance in view of the observed negative trends in the development of the institution of the family. A large number of divorces, worsening of marital interaction, the effect of "loneliness together", disunity in parent-child relationships, the growth of children with severe congenital diseases — all these issues will be addressed in the framework of the symposium "Family Psychology." The theoretical and methodological basis of the study of family problems were the ideas of A. R. Luria that culture determines the relationship of man and society, forms consciousness and self-consciousness, his personal activity, and R. Murshtein that the factor of homogeneity (in values and religious orientation) dominates the motivation to choose a partner for marriage. It was shown that representatives of mono-ethnic marriages, fulfilling the requirement of homogeneity of marriage choice, are guided by both the criterion of social approval of ethnically homogeneous marriage partner (interpsychic factor), and the presence of high indicators of ethnic identity, the possession of their cultural value orientations (intrapsychic factors). Representatives of bi-ethnic marriages have lower rates of ethnic identity compared to representatives of mono-ethnic marriages, as well as value orientations that differ from the value orientations of representatives of mono-ethnic marriages in the case of high rates of internality of locus control. The features of parent-child relationships are also discussed in the papers presented at the symposium.

CHARACTERISTICS OF CONFLICTS AND WAYS OF RESOLVING THEM IN FAMILIES WITH DIFFERENT EXPERIENCE OF MARRIAGE

Natalia Tsvetkova

Moscow State Pedagogical University (Moscow, Russia)

The empirical research of the 84 couples with the different duration of their marriage (1–3, 4–10 and 12–20 years) is described in the report. The purpose of research was to investigate the coping strategies on the different periods of the marriage. It was observed that the coping strategies that spouses choose varies in dependence of the marriage duration. Families with 1–3 and 4–10 years of their marriage choose problem-oriented coping. Families with

12–20 years marriage choose emotionally-oriented coping, but they use three coping strategies including coping oriented on escaping from the problems. As the marriage duration increases the adaptive cognitive coping becomes less used. At the same time the emotional oriented coping is used with equal frequency. Optimism is the most often used style of emotional oriented coping in every period of marriage.

THE INDIVIDUAL AS A PRODUCT OF FAMILY HISTORY, THE SUBJECT OF WHICH HE STRIVES TO BECOME

Vincent De Gaulejac

Paris Diderot University (Paris, France)

How to understand such a subtle relationship between being a person and being of society, in particular, when analyzing the social genesis of mental conflicts. The use of a clinical approach in sociology opens up new perspectives for all psychotherapists and psychoanalysts who come from different layers of the horizons of science and who want to better integrate our social nature into their practice. How to perceive the mutual influences between social processes and mental processes in stories about life? How to build a clinic of complexity that promotes integration between body, mind and social? How

to understand the weight of the family novel in the development of personality? There is a discrepancy between the "objective" history and the "subjective" story about it, or rather, the space that allows us to think about the dynamics of the transfer of behavioral patterns, about adjustments between the given, desired and acquired identities. To think about family scenarios that indicate to children what is desirable, what is possible and what threatens them ... The subject builds himself up in the answers he brings to the contradictions that permeate his existence.

BIETHNIC FAMILIES: A MOTIVATIONAL BASIS OF CHOICE OF PARTNER

Zagrat Aygumova

Moscow State Pedagogical University (Moscow, Russia)

The article discusses the motivational basis for choosing a partner in a bi-ethnic family, that is, a set of inter – and intra-psychic factors. The theoretical and methodological basis of this study are the ideas of A. R. Luria (1976) that culture determines the relationship of man and society, forms consciousness and self-consciousness, his personal activity, and R. Murshtein (1982; 1999) that the factor of homogeneity (in values and religious orientation) dominates the motivation to choose a partner for marriage. The methods chosen for the study of intra – and interpsychic factors allowed to prove the hypothesis that the choice of a marriage partner is motivated and determined by a variety of inter – and intrapsychic factors. Thus, representatives of mono-ethnic marriages, fulfilling the requirement of homogeneity of marriage choice, are guided by both the criterion of social approval of ethnically homogeneous marriage partner (interpsychic factor), and the presence of high indicators of ethnic identity, the possession of their cultural value orientations (intrapsychic factors).

Representatives of bi-ethnic marriages have lower rates of ethnic identity compared to representatives of mono-ethnic marriages, as well as value orientations that differ from the value orientations of representatives of mono-ethnic marriages in the case of high rates of internality of locus control. The results obtained allow us to note that with the increase in the indicators of ethnic identity, the level of compliance of value orientations of the individual with the value orientations of her ethnic group and the probability of entering into a mono-ethnic marriage, as well as the role of intrapsychic factors in motivating this choice increases. With a decrease in the indicators of ethnic identity of the individual, the level of compliance of her value orientations with the value orientations of her group decreases and the probability of her entering into a bi-ethnic marriage increases. Moreover, with the increase in the importance of intra-psychic factors (and the decrease in the importance of environmental factors) in the motivation of this choice, the probability of changing the place of residence to the native country of the spouse increases.

SPECIALIZED METHOD OF VISUALIZATION IN TRAUMA THERAPY OF CHILDREN AND ADULTS

Udo Hagedorn (Berlin, Germany)

Psychiatrische Universitätsklinik der Charité im Alexianer St. Hedwig

Abstract body. A specialized method of imaging traumatherapie children and adults Hagedorn Udo Specialized method of visualization in trauma therapy of children and adults U. Hagedorn@alexianer.de Background. In the context of clinical, psychiatric and psychological care of patients it is especially important and efficient to visualize difficult relations and relational structures with the help of a visualization method. Udo Hagedorn is the creator of the visualization tool "Sieben schlaue Köpfe" (eng. "seven clever heads"). The user is able to conceptualize his own relational structures with the use of "face-stamps" with associative expressions in combination with colored pencils to draw the individual relations. With this method the user receives a better understanding of his own situation and an overview displayed on the paper. The system effect of this method is based on the necessary "microcracks" taken in the process of self-creating the image of relationships with people. The method of analyzing complex and traumatic relationships between people is applicable in the field of pedagogical and clinical psychology, family counseling, individual counseling and traumatology. Materials and methods. We conducted a study of 77 women and 8 men (Russia – Germany – Bulgaria) who have experienced cumulative trauma of interpersonal relationships. The age of the examined patients ranged from 18-25 years-9.4%, 26-35 years-30.6%; 36-45 years – 45.9%; 46-55 years – 9.4%; 56-65 years-4.7%. Results. The results showed that the following characteristics of the trauma process with a certain factor weight were dominant: manifestations of depression (factor weight – 0.737), memories of images (0.676), the desire to retire (0.640), flashbacks (0.633), a return to discomfort (0.630), frequent fright (0.617). Conclusions. In terms of providing clinical and psychological assistance to patients,

visualization of important people in our lives and difficult relationships between close people is particularly effective. The visualization method allows to create an opportunity for associative self-perception of communication situations. Working with color and shape reveals all the features of relationships that develop with relatives, children, colleagues, partners. Special attention is paid to the structural mapping of relationships, human communication systems, feelings and analysis of emotions. The systemic effect of this method is based on the necessary "micro- solutions", which are taken in the process of self-image creation of relationships with people. It is associated with a General associative self-perception in situations of communication. The method of analysis of complex and psychotraumatic relations between people is applicable in the field of pedagogical and clinical psychology, family and individual counseling, in psychotraumatology.

Press paragraph. In the context of clinical, psychiatric and psychological care of patients it is especially important and efficient to visualize difficult relations and relational structures with the help of a visualization method. Udo Hagedorn is the creator of the visualization tool "Sieben schlaue Köpfe" (eng. "seven clever heads"). The user is able to conceptualize his own relational structures with the use of "face-stamps" with associative expressions in combination with colored pencils to draw the individual relations. With this method the user receives a better understanding of his own situation and an overview displayed on the paper. The system effect of this method is based on the necessary "microcracks" taken in the process of self-creating the image of relationships with people. The method of analyzing complex and traumatic relationships between people is applicable in the field of pedagogical and clinical psychology, family counselling, individual counselling and

traumatology. For more information visit: www.soziogramme.eu

General summary of the Symposium. Methods of cognitive impairment and assistance to children and adults in correctional pedagogy and psychotraumatology study. The Symposium is devoted to the methods of studying and cognitive impairment correcting. It is expected to present the results of studies of cognitive mechanisms of information processing and decision-making normally developing children and those with intellectual disabilities. The speakers will present an analysis of the peculiarities of understanding the texts of different formats by school students and students depending on age, clinical diagnosis and their individual experience. To register a process of perception eye-tracker will be used. The visual stimuli understanding is analyzed. The reports will present the data on the formation of the mental model in preschool children of 5-7 years old. Some reports reveal the possibility of using modern methods of studying cognitive impairment in ergo – and trauma therapy. The method of analysis of complex and psychotraumatic relations between people is shown. The results of the performed studies are applicable in the field of correctional, clinical psychology and psychotraumatology. 2. Пресс-параграф (рассказывающий о теме и о спикерах, не более 200 слов). The relevance of the theme of the Symposium is due to the importance of studying the understanding of texts of varying degrees of complexity and correction of cognitive impairment in children at different stages of ontogenesis. Understanding the text, instructions-the basis of many human activities and interpersonal communication. At the same time, the mechanisms that promote and facilitate qualitative understanding are currently not sufficiently disclosed. Speakers from different countries (Germany, Russia, Bulgaria) will try to discuss the most problematic points of understanding and the possibility of its correction in children with mental retardation 3.

In the first report of Oksana Zashchirinskaia (Department of Pedagogy and Pedagogical Psychology, Saint Petersburg University, Saint-Petersburg, Russian Federation, zaoks@mail.ru) provide data on the understanding of texts by

children with intellectual disabilities. It will describe the factors that complicate the process of understanding and facilitate it. In the second report, Hagedorn Udo (Psychiatric and psychotherapeutic clinic, Charité, Berlin, Germany, U. Hagedorn@alexianer.de) demonstrate the role of imaging in the treatment of cumulative trauma in the interpersonal process. In the third report, Veselina Kirilova (Varna, Bulgaria, veselina.kirilova@mail.ru) will present a comparative analysis of the treatment of cumulative injury in Russia and Bulgaria. In the fourth report of Natalja Medina Brakamonte (Department of Pedagogy and Pedagogical Psychology, Saint Petersburg University, Saint-Petersburg, Russian Federation, mbna@yandex.ru) will present the results of the assessment and the creation of conditions for the well-being of children. Discussant Elena Nikolaeva (Herzen State Pedagogical University, Saint-Petersburg, Russian Federation, klemtina@yandex.ru) will present its assessment of the reports made. The method of oculography in the study of the understanding of texts of different visual complexity by students with mental disorders Zashchirinskaia Oksana, zaoks@mail.ru Background. The problem of understanding visual stimuli, containing images or texts of communicative content, remains very little studied in children and adolescents with intellectual disabilities, including the study of the mechanisms of students' understanding of images of different formats. The aim of the study was to identify and characterize the relationship of perception and understanding, defined by the example of images and texts with different degrees of blur of stimulus material. To identify patterns of efficiency of perception and understanding of texts and images of varying degrees of complexity, students used images and texts with different degrees of blurring of stimulus material. Material and methods. The study involved 25 students aged 19 to 25 years. Research methods included a survey and content analysis. The method of oculography (eye-tracking) was applied. Only used 15 incentives to 7 8 texts and images. The results of the study showed that the analysis of texts and comics for students is characterized by fixation on important for understanding the details and characters of the plot. The subjects identify key

image fragments for a common understanding of their content. The volitional regulation of cognitive processes allows for the reading of texts or images with a high degree of blur to highlight the main characters and keywords for the reconstruction or anticipation of the meaning of visually perceived information constructs. The psychophysiological aspect of the process of recognition of nonverbal patterns is influenced by the success of projective identification of the end of the pictorial story. A survey of 120 students aged 9-10 years with varying degrees of decline in intelligence showed that when reading and analyzing texts, the degree of clarity of the texts has an impact on the understanding of the read. The number of visual fixations increases with difficulty recognizing words and reduces the contextual understanding of the read. An important result is the assessment of the importance of volitional efforts for effective text recognition. The data obtained allow us to say that the integral visual and textual images based on the system analysis of stimuli in young people arise. Conclusions. Strong-willed regulation of cognitive processes in normative developing children and adolescents allows them to identify the main parts of images and key words for understanding visually perceived information constructs when reading texts. For students with intellectual disabilities (mental disorders) is characterized by fixation on emotionally colored parts of the images, low pertinence in the analysis of text fragments, improving the relevance of the search for meaning based on social intelligence. A specialized method of imaging traumatherapie children and adults Hagedorn Udo Specialized method of visualization in trauma therapy of children and adults U. Hagedorn@alexianer.de Background. In the context of clinical, psychiatric and psychological care of patients it is especially important and efficient to visualize difficult relations and relational structures with the help of a visualization method. Udo Hagedorn is the creator of the visualization tool "Sieben schlaue Köpfe" (eng. "seven clever heads"). The user is able to conceptualize his own relational structures with the use of "face-stamps" with associative expressions in combination with colored pencils to draw the individual relations. With this method the user receives a better

understanding of his own situation and an overview displayed on the paper. The systemic effect of this method is based on the necessary "microcracks" taken in the process of self-creating the image of relationships with people. The method of analyzing complex and traumatic relationships between people is applicable in the field of pedagogical and clinical psychology, family counseling, individual counseling and traumatology. Materials and methods. We conducted a study of 77 women and 8 men (Russia – Germany – Bulgaria) who have experienced cumulative trauma of interpersonal relationships. The age of the examined patients ranged from 18-25 years-9.4%, 26-35 years-30.6%; 36-45 years – 45.9%; 46-55 years – 9.4%; 56-65 years-4.7%. Results. The results showed that the following characteristics of the trauma process with a certain factor weight were dominant: manifestations of depression (factor weight – 0.737), memories of images (0.676), the desire to retire (0.640), flashbacks (0.633), a return to discomfort (0.630), frequent fright (0.617). Conclusions. In terms of providing clinical and psychological assistance to patients, visualization of important people in our lives and difficult relationships between close people is particularly effective. The visualization method allows to create an opportunity for associative self-perception of communication situations. Working with color and shape reveals all the features of relationships that develop with relatives, children, colleagues, partners. Special attention is paid to the structural mapping of relationships, human communication systems, feelings and analysis of emotions. The systemic effect of this method is based on the necessary "micro- solutions", which are taken in the process of self-image creation of relationships with people. It is associated with a General associative self-perception in situations of communication. The method of analysis of complex and psychotraumatic relations between people is applicable in the field of pedagogical and clinical psychology, family and individual counseling, in psychotraumatology. Methods of studying cumulative Psychotrauma: on the example of clinical and psychological study of the mental state of adults from Russia and Bulgaria Zashchirinskaia Oksana, Kirilova Veselina zaoks@mail.ru veselina.kirilova@mail.ru

Background. Psychological trauma is very common in the modern human population, has certain causes and consequences for the functioning and adaptation of the individual. Based on the analysis of theoretical sources, the specific features of cumulative traumatic experience in interpersonal relationships, as well as the ethnopsychological specifics of experiencing psychological trauma were considered. The aim of the empirical study is to characterize the experience of traumatic experiences in adults in Bulgaria and Russia. **Materials and methods.** The study involved 85 participants. Subjects filled out an informed consent, demographic questionnaire. Research methods are "the scale of the reaction after exercise", "Basic beliefs scale" and " scale assessment, and interviews for complex post-traumatic stress disorder " (G. Fischer). Mathematical and statistical methods of analysis of empirical data used content analysis, factor analysis, analysis of the reliability of differences. **Results.** Respondents identified three main types of Psychotrauma of interpersonal relationships: trauma of betrayal (divorce, treason, insult at work, Theft and separation); trauma resulting from violence (mental and physical); trauma of loss (death of loved ones and death of animals). Psychological trauma due to external events arose after car accidents, fires and snake bites. The specificity of traumatic experience forms the features of experiences, manifested in the features of interpersonal contacts, the specifics of self-perception, the features of post-traumatic manifestations. Features of injuries associated with interpersonal relationships (loss, betrayal, etc.) determines the characteristics of post-traumatic reaction: stable emotional States with feelings of guilt, anger, irritation, the specifics of victimization and self-destructive behavior. **Conclusions.** The experience of traumatic experience is manifested in people from two countries in 1) the process of social maladaptation; 2) features of the emotional state; 3) the perception of themselves and their social

environment. Russians are characterized by more trusting relations with others, acceptance of their own destiny, belief in good and justice. The same for the Bulgarians and Russians-the presence of guilt and shame. **Methods of art-pedagogical influence on emotional intelligence of children in educational environment** Medina Brakamonte Natalia, PHD, associate professor of the Department of Pedagogy and Pedagogical Psychology, Saint Petersburg University, Saint Petersburg, Russian Federation mbna@yandex.ru **Background** The educational environment affects the mental health of children. Emotional well-being is possible with the complex approach of a psychologist in working with children and their parents. In the process of development of a preschooler is effective art-pedagogical support, contributing to the formation of emotional intelligence. The method of art-pedagogical influence allows to develop and correct: ability to recognize and control the feelings; ability to understand and accept the feelings; the ability to use their emotions for the benefit of themselves and others, to recognize and recognize the feelings of others, to represent themselves in their place (eg, empathy); the ability to communicate with children, adults (parents, teachers).

Materials and method. The longitudinal study was conducted on the basis of preschool organization for 4 years. The sample consisted of 20 families with one and two children aged five years. The method of art pedagogy was used in the process of studying and correcting the emotional intelligence of children. It included game therapy, art therapy and psychogymnastics, including training to improve parent-child relationships, creating a favorable atmosphere in the group (11 classes with a set of exercises), various developmental individual classes for children, consultations for parents. Psychological testing: interview, observation of parent-child relationships, individual supervision of children in the group, a questionnaire parental relationship (A.J. Varga).

ETHICS OF CLINICAL SUPERVISION: GLOBAL CHALLENGES AND ADVANCES IN TRAINING, GUIDELINES, AND PRACTICES OF EFFECTIVE SUPERVISION

Nina Dalen

(Hovet, Norway)

Carol Falender

Pepperdine University (Los Angeles, USA)

Yesim Korkut

Bilgi University (Istanbul, Turkey)

Carole Sinclair

Independent Practice (Toronto, Canada)

Per Straumsheim

Norwegian Psychological Association (Oslo, Norway)

Abstract body. As clinical supervision is increasingly recognized internationally as a distinct professional competence requiring specific training, the focus of this symposium is to address international themes and strains in the ethics of clinical supervision. With emerging best practices, guidelines, and standards, significant ethical issues arise. Also, EuroPsy pays due attention to the requirement that supervisors should meet, and to the way in which the process should be organized and documented. In this symposium, presenters will describe the commonly accepted components of effective clinical supervision, as well as the status of ethical guidelines for supervision in psychology. Components include clarity of expectations and informed consent, alliance, goal setting, and feedback, all essential to the supervisor-supervisee relationship. Presentations include results from a survey research, feedback tools used as a basis for reflection between supervisor – and , and supervision processes in graduate programs. Presenters are from Canada, Turkey, USA, Norway and Russia.

Press paragraph. From ancient times to the present, people throughout the world have struggled to define right and wrong behavior for professionals (Sinclair, 2012). Ethical guidelines provides guidance on how to apply principles to professional practice in such a way that they will advance ethical awareness and reflection.

Among others, it aims to retain and enhance the public's trust in the practice of professional psychologists and protect clients against inappropriate and/or harmful measures. Clinical supervision is the cornerstone of clinical training and transmission of the psychology profession and its practice to future generations. In this symposium we will address the quality and criteria for successful, ethical clinical supervision.

General summary of the Symposium. A cornerstone of the psychological profession, worldwide, is the commitment to professional ethics. EuroPsy, is a European standard and benchmark for psychologist practitioners. EuroPsy standards require psychologists to have at least one year of supervised practice, before independent practice. The EFPA Board of Ethics developing the first edition of Ethical Guidelines for Supervision in Psychology. Dr. Carole Sinclair will provide a brief overview of the Canadian experience of developing guidelines for supervision. Dr. Sinclair will explain how the underlying philosophy incorporates an emphasis on mutual respect and responsibilities, and the importance of ethical principles and ethical reasoning in resolving problems. Prof. Carol Falender will address international consensus on common factors of clinical supervision, specific ethical guidelines for clinical supervision and a summary of ethical aspects of supervision guidelines developed and emerging (United States, Australia, New Zealand, U.K., EFPA). Critical questions to be addressed include

identifying and strengthening international training procedures that result in ethical clinical supervision. Prof. Yesim Korkut will describe how in Turkey, regular assessment of the supervisory processes during graduate programs is very scarce. In this presentation, the preliminary results of an attempt to evaluate the supervision process in a clinical psychology M.A program in Turkey will be outlined.. Special Advisor Per A Straumsheim will describe a project started

autumn 2018, where 250 supervisors/supervisees were invited to apply 3 feedback tools for a period of 4 months. After the pilot period, supervisors and supervisees are asked to answer an online questionnaire about their experiences with these tools. The results of the implementation project will be presented and implications discussed. Discussant: Professor Alla Shaboltas, St Petersburg State University

STATUS AND FUTURE OF ETHICS OF CLINICAL SUPERVISION INTERNATIONALLY

Carol Falender

Pepperdine University (Los Angeles, USA)

This presentation addresses the international status of guidelines, regulations, and training criteria for the ethics of clinical supervision. Although clinical supervision is the cornerstone of clinical training and transmission of the psychology profession and its practices to future generations, generally, psychology has relied upon the process of osmosis for supervision and has addressed neither the quality nor criteria for successful, ethical clinical supervision. An assumption was that if one had been supervised, one had absorbed the essence of ethics of supervision and thus would be competent to provide ethically sound clinical supervision. International research studies have revealed the fallacy of that assumption, identifying inadequate, counterproductive, and even harmful supervision and a profusion of ethical errors made by supervisors and observed and reported by supervisees. Specific ethical infractions include perceived failure to adequately monitor the supervisees' work with clients, failure to model professionalism and ethical practice, to adhere to ethical standards for multiple relationships with supervisees, to describe the limits of confidentiality of supervisee personal disclosures, and to provide a respectful, collaborative supervisory relationship,

acknowledging the contributions of knowledge, skills, and attitudes of the supervisee in the context of the client presentation and in the context of evaluation and the power differential. Although international progress is underway, the ethics of clinical supervision have not generally been at the forefront. Recently, there has been increasing convergence of international ethical principles and increasing agreement on components of effective ethical supervision practice. The topics addressed include international consensus on common factors of clinical supervision, specific ethical guidelines for clinical supervision (Canada) and a summary of ethical aspects of supervision guidelines developed and emerging (United States, Australia, New Zealand, U.K., EFPA). Critical questions to be addressed include a) identification and strengthening international convergence of training procedures and requirements that result in ethical clinical supervision; b) ensuring ethical clinical supervision and supervisor competence transtheoretically; c) identifying and summarizing research that informs these efforts; d) describing innovations that impact ethics of clinical supervision practice and potentially enhance client care.

SUPERVISION ETHICS IN CANADA: HISTORY, ISSUES AND RESOURCES

Carole Sinclair

Independent Practice (Toronto, Canada)

As with many other countries, Canada was slow to recognize the unique competencies and ethical issues involved in supervision. This presentation will provide a brief overview of the Canadian experience, including an outline of the types of ethical issues brought to the Canadian Psychological Association (CPA) Committee on Ethics for consultation, and how these issues led to the development of the first edition of CPA's

Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration, and its accompanying "Resource Guide." The underlying philosophy of these resources, which incorporates an emphasis on mutual respect and responsibilities, and on the importance of ethical principles and ethical reasoning in resolving problems, will be explained as part of the presentation.

AN ATTEMPT TO EVALUATE THE QUALITY OF THE SUPERVISORY PROCESSES IN A CLINICAL PSYCHOLOGY M.A PROGRAM IN TURKEY

Nina Dalen

AS Clinical neuropsychologist (Hovet, Norway)

Clinical supervision has a very important function in the training of competent clinical psychologists. It is the core part of the education, in which theoretical knowledge is integrated with the internship experiences and own case work with the help of an senior clinical psychologist. Falender & Shafranske (2004) defines supervision as a collaborative interpersonal professional activity which involves observation, evaluation, feedback, facilitation of supervisee self- assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving. In Turkey regular assessment of the supervisory processes during graduate

programs is very scarce. In this presentation the preliminary results of an attempt to evaluate the supervision process in a clinical psychology M.A program in Turkey. The students had one year theoretical education and second year internship at a mental hospital. They had their first cases from private counseling centers. Altogether they had three -fold supervision (from hospital, individual, and group supervision). The students, were requested to evaluate all the supervision at the end of both semesters. Their responses, will be provided during the presentation and will be discussed in terms of meeting the criteria of a supervision aiming to build competency.

FEEDBACK ON ALLIANCE AND GOALSETTING IN THE SUPERVISOR-SUPERVISEE RELATION

Nina Dalen

AS Clinical neuropsychologist (Hovet, Norway)

Per Straumsheim

Norwegian Psychological Association (Oslo, Norway)

Norwegian supervisors, giving supervision in the specialist training for psychologists in Norway have in a survey (Straumsheim, 2016), asked for feedback tools that can be used as a basis for reflection in the supervisor – supervisee relationship. The author performed a literature review, and selected together with other stakeholders three questionnaires, two about the supervision alliance and one about goalsetting and giving feedback: The Leeds Alliance in Supervision (Wainwright, 2010), The Short Supervisory Relationship Questionnaire (Cliffe, Beinart and Cooper, 2013), and Evaluation Process within Supervisory Inventory (Lehrman-Waterman & Ladany, 2001). After permission to translate and use the questionnaires were granted, translation was done and checked with

help from subject matter experts. A pilot started autumn 2018, where 250 supervisors were offered to use the questionnaires for a period of 4 months. After the pilot period supervisors and supervisees are asked to answer an online questionnaire about their experiences with the questionnaires, if and how the questionnaires were helpful, if there were any disadvantages, and if they have suggestions to improve the wording of the forms. They will also be asked to return the forms, and we will perform analysis to see if the psychometric properties and the factor structure can be replicated in a Norwegian setting. The results of the implementation project will be presented in this talk, and implications discussed.

PSYCHOLOGY IN EDUCATION: CREATING A FUTURE TOGETHER

Nina Dalen

AS Clinical neuropsychologist (Hovet, Norway)

Alla Shabolta

Saint-Petersburg State University (Saint-Petersburg, Russia)

Abstract body. Inclusion in education aims to give children a future together. Psychology in Education, PiE, contributes to this objective. In this seminar we present information about the ways PiE contributes to this process. Themes that are discussed in this symposium are: the results of a support system change, the implementation of the basic principles of Russian tradition of educational psychology, how the growingly important concept of emotions was shown and experienced in an interactive way by children and adults attending formal and non-formal educational contexts and how the results of a questionnaire to discover a list of shared competences/activities and training by of Psychologist for Education can be used to develop a common base of competences. The psychologist in education, also known as the school psychologist, can have an important role in disseminating the results of the research discussed.

Press paragraph. The Standing Committee Psychology in Education, Sc PiE, of EFPA, the European Federation of Psychologist's Associations, is organizing the symposium: "Psychology in Education: Creating a future together". Four central topics will be presented in this symposium: 1. Margreet Versteeg (the Netherlands) will introduce the symposium and present the subject: can a change in the system of allocation student support lead to more inclusiveness? 2. Anastasia Sidneva (Russia) will introduce the basic principles of Russian tradition of educational psychology: an activity approach to learning and present the research and empirical results. 3. Sara Bahia (Portugal) will show the positive results of the attendance of an interactive exhibition on emotions developed by psychologists changed the way children and adults spoke about emotions. 4. Jose A. Leon (Spain) will present a questionnaire that intends

to discover a list of shared competences/activities and training that are carried out by the Psychologist for Education in Spain and several European countries.

General summary of the Symposium. Title of the symposium: Psychology in Education: Creating a future together. If and how people live together depends to a significant extent by the way they are educated. Education shaped by the curriculum, the teaching methods, the support in education and the education system, which defines the kind of citizenship that the child will develop. This citizenship shaping is characterized by inclusiveness, inclusiveness in the broadest sense: religion, gender, disability, culture, sexual orientation, age, socio economic status, disadvantage in early childhood and early school leaving. Education has a preventive effect on many things for example poverty, health problems, and unemployment. Each of these problems results in an individual that often cannot participate fully in society. The person is excluded from society. Good education makes it possible that the student in the future has a good job, avoids poverty and reduces health problems. When education is inclusive it works preventively for all these problems. A way to create inclusion in education is by prevention. What are the mechanisms in education that make education inclusive by prevention? Prevention mechanisms in education that can make education more inclusive are: the kind of support system, the didactics principle "the Activity approach to learning" based on the principles of Russian tradition of educational psychology, a visit to an exhibition that toured the South of Portugal that showed in an interactive way how the growingly important concept of emotions was experienced by nine hundred children and adults attending formal and non-formal educational contexts, and a questionnaire intending to discover a list of

shared competences/activities and training that are carried out by of Psychologist for Education to promote inclusion in schools. Of importance is the psychologist in education, or school psychologist, takes the role to implement these

scientifically proven effective preventive mechanisms, to monitor the implementation, to learn from evaluation and evolve the education system in the school.

THE RESEARCH AND MONITORING OF THE IMPLEMENTATION OF “EDUCATION THAT FITS”

Margreet Versteeg

*Dutch Association of Psychologists NIP (Wijchen,
Netherlands)*

Anastasia Sidneva

Lomonosov Moscow State University (Moscow, Russia)

The aim of this presentation is to discuss a tricky question: does psychology have opportunities to make changes to the educational system or it can be considered as science, which only supports educational process, which only finds knowledge and gives recommendations to teachers, students, parents and so on. To what extent can we influence the central processes in education – the process of learning and teaching? In more detail – how can we take part in construction of educational programmes contents? Russian educational psychology has some very interesting theoretical foundations, which are based on the philosophy of Marxism. It's cultural-historical and activity approach has been designed by L.S.Vygotsky, A.N.Leontiev, V.V.Davidov, D.B.Elkonin and others. According to it an educational psychologist not only can, but should take part in construction of educational programmes, because the main part of any learning is student's domain of specific actions, which teachers should organize. Psychologists

can help educators to choose appropriate student's actions, based on logical-psychological analysis of the specific cultural area and can help to provide psychological conditions for the effective learning (there are some systems of such psychological conditions which are very essential). In this presentation I am going to tell you about the basic principles of Russian tradition of educational psychology (Activity approach to learning), and try to compare it with other approaches (e.g. Cognitive, Constructivist, Discovery, Problem-based teaching and so on). I will also describe some ways in which my colleagues and I have tried to develop this approach now in a real school, our research and our empirical results, which concern motivational and cognitive effects of such education. At the end of my presentation we'll discuss a problem – how can we all expand this aspect of psychology in education together and what are the main difficulties of such work.

PSYCHOLOGY IN EDUCATION IN RUSSIA: TRADITIONS AND PERSPECTIVES

Anastasia Sidneva

Lomonosov Moscow State University (Moscow, Russia)

The aim of this presentation is to discuss a tricky question: does psychology have opportunities to make changes to the educational system or it can be considered as science, which only supports educational process, which only finds knowledge and gives recommendations to teachers, students, parents and so on. To what extent can we influence the central processes in education – the process of learning and teaching? In more detail – how can we take part in construction of educational programmes contents? Russian educational psychology has some very interesting theoretical foundations, which are based on the philosophy of Marxism. It's cultural-historical and activity approach has been designed by L.S.Vygotsky, A.N.Leontiev, V.V.Davidov, D.B.Elkonin and others. According to it an educational psychologist not only can, but should take part in construction of educational programmes, because the main part of any learning is student's domain of specific actions, which teachers should organize. Psychologists

can help educators to choose appropriate student's actions, based on logical-psychological analysis of the specific cultural area and can help to provide psychological conditions for the effective learning (there are some systems of such psychological conditions which are very essential). In this presentation I am going to tell you about the basic principles of Russian tradition of educational psychology (Activity approach to learning), and try to compare it with other approaches (e.g. Cognitive, Constructivist, Discovery, Problem-based teaching and so on). I will also describe some ways in which my colleagues and I have tried to develop this approach now in a real school, our research and our empirical results, which concern motivational and cognitive effects of such education. At the end of my presentation we'll discuss a problem – how can we all expand this aspect of psychology in education together and what are the main difficulties of such work. 7.3.

HOW AN EXHIBIT ON EMOTIONS PROMOTED INCLUSION

Sara Bahia

Ordem dos Psicólogos Portugueses (Lisboa, Portugal)

Inclusion is a main theme of Psychology because Inclusion is a moral duty and a prime responsibility of psychologists. Emotions are a main theme of Psychology and Social Emotional Learning a key need in Psychology in Education. Aiming at explaining in an interactive way what emotions are and how they may be regulated, the Southern Regional Delegation of OPP (Order of Portuguese Psychologists) developed and mounted an Exhibition named "Experiencing Emotions" with thirty different activities divided into three parts: Recognising, Living and Transforming Emotions. The dynamic and active exhibition toured the Southern Region of Portugal

during nine months and was visited by more than nine thousand people. This presentation shows how visitors of all ages and educational contexts enriched their knowledge on emotions, on how they affect people's lives and on how they can be transformed. The data was collected through interviews, questionnaires and grids filled by visitors and psychologists leading the visits. It is concluded that exhibitions like this may be a powerful instrument in the future to ensure that everyone has access to interactive experiences and may gain knowledge about themselves, others and the world.

COMPETENCY QUESTIONNAIRE OF PSYCHOLOGIST IN EDUCATION IN SPAIN. ANALYZING THE PRESENT TO BUILD THE FUTURE TOGETHER

Jose Leon

Universidad Autónoma de Madrid (Madrid, Spain)

This questionnaire has been designed by the Autonomous University of Madrid (José A. León* and team) in collaboration with the General Council of Psychology of Spain and with Standing Committee for Psychologists in Education in the European Federation of Psychological Associations (EFPA). This questionnaire intends to discover a list of shared competences/activities and training that are carried out by of Psychologist for Education in Spain. This questionnaire introduces a several questions about what competences do they develop in their work, how often do they carry out these competences / activities, need for training,

and support for a European Master training and Europsy card. A total of 242 professional psychologists (79% females) took part in this study.

Results showed a wide list of competences that are carried out by professional educational psychologists in Spain. This model would be used to develop a common base of competences in the rest of the countries of the European Union, and could serve to formalize a database about specialized and professional European activities/competences that was approved and valid for all countries.

THE IMPACT OF PSYCHOLOGY ON DECENT WORK, POVERTY AND OTHER GLOBAL ISSUES AT THE UNITED NATIONS AND WORLD REGIONS

Walter Reichman

Judy Kuriansky

*International Association of Applied Psychology
(Larchmont, USA)*

Stuart Carr

Massey University (Auckland, New Zealand)

Gary Latham

University of Toronto (Toronto, Canada)

Abstract body. The symposium will describe the way psychologists are bringing psychology to the deliberations of the United Nations. Psychology is important in every discussion at the UN because it involves human behavior and we are the science of human behavior. Our research, theories and best practices are relevant to any issue facing our world. Its importance had been overlooked because we are the youngest of the sciences, it is little known in many areas of the world and there are negative stereotypes associated with it. Because of our efforts psychology is called upon in dealing with all important issues. We have been concentrating on helping implement the 17 Sustainable Goals with a concentration on ending poverty, decent work and mental health and well-being. We will describe how we reached this point, our future and research that can improve the lives of millions.

Press paragraph. At long last psychologists are succeeding in bringing our discipline to the deliberations of the United Nations. Every issue deliberated at the United Nations has a psychological component to it because it deals with some aspect of human behavior whether it be cognitive, emotional or attitudinal. Despite the importance of psychology to the UN's deliberations, there has been a lack of involvement of psychologists and psychology at the UN, until recently. In the past two decades psychologists have worked to bring their science, theory and best practices to the discussions at the UN. The process has been long and in some respects difficult. We will describe the progress we have made, are making and our plans. We aim to bring psychology to every aspect of the UN

and make it a pivotal point in all deliberations. We are concentrating on the Sustainable Development Goals, especially ending poverty, providing decent work and bringing mental health and well-being to the people of the world. The members of the European Congress of Psychology will be asked to help in this endeavor by influencing the delegations in their own countries.

General summary of the Symposium. The symposium will describe the importance of psychology to the deliberations of the United Nations. It will describe how we are working to include psychological research, theory and best practices in every presentation and document at the UN. The first presentation will describe our work on the Sustainable Development Goals especially those on elimination of poverty, decent work and mental health and well-being. Our strategy for bringing psychology into these deliberations will be described as well as our method for gaining partners among the delegations and overcoming challenges to our goals. We will describe the method we used to bring a strategy to help eliminate poverty among persons with disabilities to the Economic and Social Council of the UN. We will demonstrate some of our activities through videos. The second presentation will describe our plans for making psychology the focal point of all documents emanating from the UN and in all presentations made by the ambassadors to the UN from the 93 member nations. We will present our nine-step program of how to make psychology indispensable to the deliberations of the United Nations and for presentations to the UN by the delegates to the UN. One of our goals

will be to have a Department of Psychology within the Secretariat of the UN. We will also describe how psychologists around the world can contribute to that outcome. The third presentation will describe unique research to determine whether it is possible to provide everyone in the world with a living wage and still promote communities, and organizations to thrive. Their research utilized a mix of surveys,

interviews, case studies and longitudinal research. The research carried out in New Zealand indicates that a living wage is advantageous to both employees and employers. The living wage may be pivotal for providing decent work. Further work in urban versus rural communities and larger versus smaller organization is the next step in this project.

CONTRIBUTIONS OF PSYCHOLOGY TO THE SUSTAINABLE DEVELOPMENT GOALS OF THE UNITED NATIONS

Walter Reichman

Judy Kuriansky

*International Association of Applied Psychology
(Larchmont, USA)*

This presentation gives an important overview of the global goals that have been set at the United Nations, with a focus on Goal 1 about poverty, Goal 8 about decent work and Goal 3 about health and well-being, that affect psychologists globally and where psychologists can make a contribution. Programs that address these goals will be presented that are models that can be adapted and scaled up, including integrating education, entrepreneurship and empowerment, as well as integrating mindset into entrepreneurship training. Events that have been

organized at the UN regarding these specific topics will be described. Videos will be shown, with discussion of the importance of various approaches and engagement of partners in making progress in these areas. The process of advocacy regarding work and disability will be described, leading to a statement accepted by the UN Economic and Social Council about Strategies for Eradicating Poverty to Achieve Sustainable Development for All and the Equalization of Opportunities for Persons with Disabilities.

BRINGING PSYCHOLOGY TO THE UNITED NATIONS: FUTURE GOALS AND PRACTICES

Walter Reichman

*International Association of Applied Psychology
(Larchmont, USA)*

The United Nations, the site of deliberations on the world's problems needs the science and practice of psychology to help resolve those problems. Through our efforts Psychology, as the newest science, is just now beginning to have a voice. In every issue facing the world psychology has research, theory and best practices directly related to that issue. Whether it be poverty, economics, work, environment, gender equality, justice or health there is psychological research and practice to provide important valid information to bring to the solution of the problem. Dr. Kuriansky has described the contributions we have made in the past years. Our task now is to become an integral part of the UN deliberations. We want the UN to eventually have a psychology department within the Secretariat in which every document stemming from UN is vetted for psychological significance. We want every delegate to the UN to ask for psychological input to every speech or document they present. We believe we can reach this status by:

1. Continuing to submit psychological contributions to every UN commission and

- committee meeting
2. Continue Psychology Day at the United Nations with topics relevant to their deliberations
3. Share our levels of expertise with other areas of the Secretariat as we have done with Human Resources, Development Program, UNICEF and UNESCO
4. Help the UN missions in preparing reports to the High Level Political Forum as they present their nation's contributions to the SDGs
5. Providing psychological programs to assist delegates to become more effective in their work by better managing their time, getting their ideas accepted and reducing stress
6. Work with the delegations to develop Friends Of..., such as Friends of Mental Health and Friends of Decent Work to promote issues relevant to psychology
- 7.

Continue to network among UN missions and include them in side events and special meetings

8. Urge psychologists around the world to contact their UN Ambassadors to inform them that psychologists are available to their delegations
9. Create a library of psychological research and practices for use in preparing documents for the UN.

WHAT MAKES A LIVELIHOOD SUSTAINABLE? THE OPTICS OF A LIVING WAGE

Stuart Carr

Massey University Professor (Auckland, New Zealand)

In 2016, the International Labor Organization (ILO) published a work psychology research program designed to help the ILO and United Nations (UN) achieve UN Sustainable Development Goal 8— Decent Work and Economic Development.¹ This program is being implemented by a global network called Project GLOW (Global Living Organizational Wage, <http://www.massey.ac.nz/project-glow>).

Supported by the Society for Industrial and Organizational Psychology (SIOP),² GLOW is a 25-country, multi-generational, and interdisciplinary collaboration focused on one question: using Purchasing Power Parity, “is there a Global Living Wage that enables people, organisations and communities to prosper and thrive?” This presentation summarizes evidence to-date primarily from New Zealand, which like other economies has undergone a rapid growth in working poverty and witnessed controversial calls for a living wage over and above the current legal Minimum Wage. Our national research is utilizing a mix of survey, interview, case study and longitudinal research to implement the 2016 program. To-date, this mixed methods approach is consistent with the following propositions from the program. First and foremost, core job attitudes, sense of fairness, work-life balance and life satisfaction remain depressed in a ‘capability trap’ for workers who earn below the current

living wage figure on a wage spectrum. To the extent that core job attitudes, holistic wellbeing and happiness factors are widely linked to organizational outcomes, living wages look like a win-win for both employees and employers. Additional household income streams and household dependents moderate, but do not appear to radically alter the fundamental point that living wages remain pivotal for attaining SDG8 (in New Zealand). Like other hubs in glow, we are currently testing the robustness of these findings across higher-cost urban versus rural (New Zealand) communities, smaller versus larger organizations, and over developmental time, including income mobility for future generations. 1 Carr, S. C., Parker, J., Arrowsmith, J., & Watters, P. A. (2016). *The Living Wage: A theoretical integration and an applied research agenda*. *International Labor Review*, 155, 1-24. 2 SIOP (Society for Industrial and Organizational Psychology). (2016). *The Sustainable Development Goals need to build a Social and Business case for Living Wages*. New York: Economic and Social Council.

Moderator and Discussant: Walter Reichman (International Association of Applied Psychology), Gary Latham (University of Toronto Professor). Professor Latham will be moderating the symposium and will be the discussant of the three presentations.

INTIMATE RELATIONSHIPS IN CROSS – CULTURAL PERSPECTIVE

Valery Sitnikov

Herzen University (Saint-Petersburg, Russia)

Charles Hill

Whittier College (Whittier, USA)

Anna Strelenko

*Vitebsk State University Named After P.M. Masherov
(Vitebsk, Belarus)*

Abstract body. Romantic relations are an extremely important sphere of interpersonal interaction in adolescence, as well as an important resource of personal development. However, unsuccessful close relationships can become a source of conflicts, decrease the psychological well-being of the individual. The article describes the results of the empirical study of romantic relationships and psychological well-being among young men and women. Correlation links between the character of romantic relationships and psychological well-being, the locus of control, coping strategies have been revealed.

Press paragraph. Valery L.Sitnikov – Professor of Psychological Sciences, head of the department of age psychology and pedagogics of a family HERZEN UNIVERSITY Sankt-Petersburg; Doctor of Sciences – St Petersburg University, 2001; Charles T. (Chuck) Hill – Professor of Psychological Sciences, Whittier College USA, Ph.D. Harvard University, 1975, Social Psychology; M. A. University of Washington, 1970, Sociology; M. S. University of Washington, 1968, Physics.

Membership in academic organizations: American Psychological Association, American Sociological Association, Society for Personality and Social Psychology International Association for Cross-Cultural Psychology – editorial board of Online Resources for Psychology and Culture

General summary of the Symposium. Conceptual and statistical tools are introduced in a forthcoming book titled, *Intimate Relationships Across Cultures: A Comparative Study*, published by Cambridge University Press. The book is based on a questionnaire that is online in multiple languages at <http://cf.whittier.edu/chill/ir>, in collaboration with more than forty colleagues around the world. Data analyses of more than 8800 responses make explicit comparisons across nine cultural regions, as well as eight relationship types consisting of women and men in opposite sex or same-sex relationships who are unmarried or married. Among the conceptual tools, the book develops a Comprehensive Partner Model of factors that predict having a current partner, and a Comprehensive Commitment Model of factors that predict relationship commitment indirectly through relationship satisfaction, as well as directly regardless of whether relationship satisfaction is high or low. The book introduces the concept of Central Factors, which capture the predictions of other factors that are correlated with them. Among the statistical tools, the book compares predictions of factors, not just average levels of factors. The book reports effects sizes, introducing the term Trivial Correlations for those that explain less than 1% of the variance. The book emphasizes similarities as well as differences, instead of just focusing on differences.

REFLECTION OF THE SPOUSE IN CONSCIOUSNESS OF MEN AND WOMEN DURING THE DIFFERENT PERIODS OF LIFE

Natalia Parnjuk

Saint-Petersburg University of the Ministry of Internal Affairs of the Russian Federation (Saint-Petersburg, Russia)

Images of "Ideal" and Real Spouses at Different Levels of Family Development Sitnikov V.L., Doeva L.I., Ilchenko V.V., Karagachova M.V., Parnjuk N.V. A successful marriage is based on the adequate reflection of spouses by each other and their compatibility as individuals. Marriage satisfaction depends on the requirements for the partner's personality. 160 married couples from North Ossetia (Russia) took part in this study. The method "The structure of a man's image (hierarchical)" (by V.L. Sitnikov) [2] was used to identify and correlate the structure and content of images in the consciousness of another. Individual structures of social-perceptive images of spouses in males and females' consciousness were revealed. These structures were ordered by ranking method; frequency and aggregate dictionaries and averaged structures of images were made [1]. Due to this method, features of «ideal» and real spouse's images in the consciousness of men and women with different experience of family life were highlighted: components of the structure of social-perceptive images and their content (quality, characteristics, definitions). The analysis shows that the duration

of the marriage has an impact on the dynamics of perceptive images in the consciousness of men and women. According to the opinion of male respondents, the importance and order of ranking components of a wife's image undergoes some changes after 25 years of marriage. The study indicates a great dynamics in the content of the image. There is a decrease in the importance of physical and emotional components in the image of an "ideal" wife, whereas social characteristics and features of "social intellect" become more significant. Our findings concern the fact that increasing females' family life experience affects their partner's perception. In the course of marriage, female respondents consider partners' physical characteristics less important. In a real spouse image, social intellectual features are perceived more significant. Acquisitive characteristics are taken into account in an "ideal spouse image" [3]. The results demonstrate that family life experience significantly influences partners' perception of each other, which undoubtedly have an impact on the processes taking place in the family.

PSYCHOLOGICAL WELFARE OF THE YOUNG PEOPLE AND YOUNG GIRLS HAVING VARIOUS EXPERIENCE OF THE ROMANTIC RELATIONS

Charles Hill

Whittier College (Whittier, USA)

Sitnikov Valery

Herzen University (Saint-Petersburg, Russia)

Psychological Well-Being of Young Males and Females at Different Levels of Romantic Relationships V. L. Sitnikov, V. V. Ilchenko, M. V. Karagachova, N. V. Parnyuk, A. A. Strelenko The present study aims to examine psychological well-being and individual psychological characteristics of young males and females

having different experience in romantic relationships. 231 young people responded to the survey. Respondents ranged in age from 18 to 25. Of all participants, 126 were female, and 105 were male [1; 3]. The following methods were included in the study: the author's questionnaire "Youth romantic".

THE BEST EDUCATIONAL PRACTICES: MOTIVATING STUDENTS THROUGH THE LENS OF SELF-DETERMINATION THEORY

Tamara Gordeeva

Lomonosov Moscow State University (Moscow, Russia)

Nathalie Aelterman

Ghent University (Ghent, Belgium)

Frédéric Guay

Université Laval (Quebec City, Canada)

Natalia Shumakova

Psychological Institute Russian Academy of Education (Moscow, Russia)

Abstract body. The goals of the symposium are to foster exchange among researchers actively working in the area of educational psychology and education, and provide audience members with an overview of the state of the field. In particular, in this symposium we will discuss recent developments in optimal teaching styles and teachers' professional development programs that influence children's academic motivation and achievement from the perspective of both self-determination theory (Ryan, Deci, 2000, 2017) and the more applied Russian Developmental approach to education theory (Davydov, 2008) based on Vygotsky's ideas. We argue that the two approaches can significantly enrich each other, because the developmental approach to learning contains productive teaching methods, strategies for organizing the learning process and evaluating children, and self-determination theory provides a powerful theoretical framework to understand the origins, mechanisms and conditions of students' motivation and positive development.

Press paragraph. In the opening presentation Nathalie Aelterman discusses motivating and demotivating teaching styles and their consequences for students and teachers from an SDT perspective. In the second talk, Frederic Guay will introduce the program CASIS, based on self-determination theory, in which teachers are taught to use collaboration, authentic activities, structure, involvement, and support for autonomy. The potential of the El'konin-Davydov system of developmental education will be considered in the presentations of Tamara Gordeeva and Anastasiya Nisskaya. The first

presentation will compare academic motivation and attitudes toward school among elementary school children who study in classes that follow the developmental approach to education with those in so called traditional classes. In the second presentation the advantages of the developmental approach to education for preschoolers, including both their social and cognitive development will be elaborated. Natalia Shumakova will discuss her research on creativity and how creativity can be taught to elementary school children with the special well-elaborated curriculum that she proposed and implemented in Russian schools. Finally, drawing upon ideas presented within the symposium, Martin Lynch will discuss the potential of self-determination theory and the developmental approach to shape the future of pedagogical practices in both preschool and elementary school.

General summary of the Symposium. The goals of the symposium are to foster exchange among researchers actively working in the area of educational psychology and education, and provide audience members with an overview of the state of the field. In particular, in this symposium we will discuss recent developments in optimal teaching styles and teachers' professional development programs that influence children's academic motivation and achievement from the perspective of both self-determination theory (SDT, Ryan & Deci) and the more applied Russian Developmental approach to education theory based on Vygotsky's ideas. We argue that the two approaches can significantly enrich each other, because the

developmental approach to learning contains productive teaching methods, strategies for organizing the learning process and evaluating children, and self-determination theory provides a powerful theoretical framework to understand the origins, mechanisms and conditions of students' motivation and positive development. What are the concrete practices that teachers rely on to foster students' motivation? In the opening presentation Nathalie Aelterman discusses motivating and demotivating teaching styles and their consequences for students and teachers from an SDT perspective. In the second talk, Frederic Guay will introduce the program CASIS, based on SDT, in which teachers are

taught to use collaboration, authentic activities, structure, involvement, and support for autonomy. The effectiveness of the El'konin-Davydov system of developmental education will be considered in the presentations of Tamara Gordeeva and Anastasiya Nisskaya. Natalia Shumakova will discuss her research on creativity and how creativity can be taught to elementary school children. Finally, drawing upon ideas presented within the symposium, Martin Lynch will discuss the potential of self-determination theory and the developmental approach to shape the future of pedagogical practices in both preschool and elementary school.

ELEMENTARY SCHOOL STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION AS A FUNCTION OF EDUCATIONAL APPROACH

Tamara Gordeeva

Lomonosov Moscow State University (Moscow, Russia)

Oleg Sychev

*Shukshin Altai State Humanities Pedagogical University
(Biysk, Russia)*

Although current literature provides valuable insight into how school climate perceptions and student motivation are consistently associated with academic achievement, research examining the mediating effects of motivation in linking innovative educational systems, school climate, and achievement is limited. In this study the potential of the El'konin-Davydov system of developmental education (DE) is considered (Davydov, 2008). With respect to academic motivation, self-determination theory is applied as a useful theoretical framework that allows for the consideration of both the intensity and the quality of motivation (Ryan, Deci, 2000, 2017). The study examines a model that illustrates the role of different types of academic motivation in linking the El'konin-Davydov system of DE and school climate to the academic achievement of elementary schoolchildren. Participants were 345 3rd and 4th graders drawn from four public schools located in Moscow, with some (N=192) educated in the traditional system and others (N=153) in DE. To measure intrinsic and different types of extrinsic motivation we created an extended version of the SRQ-A (Ryan & Connell, 1989). CFA for the questionnaire is CFI = 0.841;

NNFI = 0.820; RMSEA = 0.061. T-tests conducted upon the academic motivation scales comparing two educational systems revealed that students in the DE system showed significantly lower extrinsic motivation (Teachers, General and especially Parents subscales ($d=0.60$)), had better attitudes towards school and studies and a slightly more positive perception of school, which was demonstrated both via self-report and nonverbal measures. The results of SEM showed that the hypothesized model fit the data well, supporting the hypothesis that student external motivation plays a mediating role in linking educational system (innovative vs traditional) with academic achievement. Students' intrinsic motivation played a mediating role in linking positive perceptions of school climate with academic achievement. The model yielded a good fit to the data: CFI = 0.971; NNFI = 0.964; RMSEA = 0.051. These results highlight that the developmental education approach compared to the so called traditional approach provides better instructional quality, promoting decreased external motivation as well as a better attitude towards school and study, which in turn is associated with higher academic achievement.

MOTIVATING AND DEMOTIVATING TEACHING STYLES AND THEIR CONSEQUENCES FOR STUDENTS AND TEACHERS: A CIRCUMPLEX APPROACH

Maarten Vansteenkiste

Ghent University (Ghent, Belgium)

Johmarshall Reeve

Korea University (Seoul, South Korea)

Given the pivotal role teachers play in students' engagement, learning and well-being, it is critical to gain a better understanding of the practices they rely on to foster students' motivation. Multiple studies in the Self-Determination Theory literature (SDT; Ryan & Deci, 2017) have examined correlates of autonomy-supportive and controlling teaching styles as well as the role of structure, whereas chaos has been largely ignored. In addition, few studies have included assessments of multiple critical (de)motivating dimensions simultaneously. Therefore, a new vignette-based instrument (i.e., Situations-in-School Questionnaire, SIS-Education; Aelterman, Vansteenkiste et al., 2018) was developed to obtain an integrative and more fine-grained insight into a broad variety of motivating and demotivating teaching practices. Relying on multidimensional scaling analyses in seven independent samples of secondary school teachers (N = 1332; Mage = 40.90 years) and students (N = 2299; Mage = 14.38 years), evidence was obtained for a two-dimensional circumplex model, with need-supportive relative to need thwarting teaching, and high relative to low directiveness representing the two axes. Eight different subareas were identified along the circumplex (e.g., participative, attuning, guiding,

clarifying, demanding, domineering, abandoning, and awaiting), which appeared highly stable across informants. Correlations of these distinguished subareas followed an ordered sinusoid pattern, both among each other as well in the relation with outcome variables. Overall, students' perceptions of an attuning and guiding teaching approach yielded the strongest positive correlations with desirable motivational (e.g., need satisfaction, autonomous motivation) and academic (e.g., deep-level learning, persistence, rated teacher quality) outcomes and the strongest negative correlations with undesirable outcomes (e.g., need frustration, controlled motivation, amotivation, procrastination), whereas the opposite pattern was found for the domineering and the abandoning approach. Similar results were obtained for teacher outcomes, including experienced need satisfaction and -frustration at school, motivation to teach, and burnout. The present study suggests that rather than categorizing teachers as either motivating or demotivating, a more dynamic approach is warranted. The greater clarity allows teachers to gain more precise insight into their own teaching style, so that they adopt a more need-supportive style that benefits their students and themselves.

DEVELOPING TEACHERS' PEDAGOGICAL PRACTICES AND STUDENTS' MOTIVATION THROUGH SELF-DETERMINATION THEORY

Frédéric Guay

Université Laval (Quebec City, Canada)

Background: In Quebec, a Canadian province where the official language is French, approximately 20% of sixth-grade students fail their final French exam. Recently, we have developed and evaluated an inservice and preservice teachers' professional development program, designed to improve teachers' pedagogical practices and to foster elementary students' motivation toward writing. This program called CASIS involves a two-day workshop based on self-determination theory, where we taught teachers to use collaboration, authentic activities, structure, involvement, and support for autonomy during a writing lesson. A recent study (Guay et al., 2015) supported the effect of CASIS on students' motivation and achievement in written French. However, in this quasi-experimental study the low number of teachers and students prevented us to draw any definitive conclusion on CASIS effectiveness. The goal of this presentation was to summarize results from two new quasi-experimental longitudinal studies testing CASIS. Method: These two studies involve preservice and inservice elementary school teachers as well as their students. Specifically, we investigated if a) CASIS helps teachers to use more frequently the aforementioned pedagogical practices, b) if

children increase their motivational resources, and c) if different moderators affect the strength of the impact of CASIS on teachers' pedagogical practices and students' motivation. Each teacher was videotaped in her classroom giving a writing lesson on three occasions over a two-week period. Practices were assessed at the beginning (pretest) and end of the school year (post-test). Two well-trained research assistants were asked to evaluate the pedagogical practices with a Q-sort procedure. Children's motivational resources were assessed via self-report scales. Results: Results of these two studies show that teachers of the experimental group (CASIS) use more frequently the aforementioned pedagogical practices. Moreover, students' motivation was higher for those whose teachers have followed CASIS than for those whose teachers were in the control group. Few moderators affect the strength of the impact of the program on students' outcomes. Discussion: In sum, these studies found that offering a PD workshop on teachers' pedagogical practices could be an effective way to improve teachers' pedagogical practices as well as students' motivational resources during childhood and the early adolescence period.

INFLUENCE OF THEMATIC INTERDISCIPLINARY INSTRUCTION ON ELEMENTARY SCHOOLCHILDREN'S CREATIVITY

Natalia Shumakova

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Creativity has been viewed in modern society as one of the four key "21st century skills" considered important for professional success and personal development. Studies on the development of creativity have highlighted the impact of learning environments (Besançon & Lubart, 2008). It has been shown that children's creative performance was influenced not only by the type of task but also by the type of school. The construct of creative potential is viewed in last researches as multifaceted and partly domain-specific (Barbot, Besançon & Lubart, 2015). However, little research has been done to identify the impact of different learning environments and pedagogical approaches on the creative potential of junior schoolchildren. The aim of this study is to compare the special features of creativity in verbal and graphic domains among elementary schoolchildren studying in different learning environments (with traditional and alternative pedagogical approaches). Is there a specific impact of different learning environments on their verbal and non-verbal creativity? Design. A study was conducted during one year with 252 children in elementary schools with traditional and

alternative pedagogical approaches. The alternative curriculum was founded on the thematic interdisciplinary model and problem solving approach to teaching (Shumakova, 2009). The main goal of this curriculum was to encourage the creativity, intellectual and motivational development of elementary schoolchildren. A special instrument for creativity assessment (VFCT) in verbal and non-verbal domains of activity was used to derive data from the schoolchildren (Shumakova, 2015). The VFCT contains two divergent thinking tasks (verbal and graphic), which measure fluency, flexibility, originality, elaboration in verbal and figural domains. Two groups of schoolchildren aged 8 (mean age 8.2) participated in the research: Those studying the alternative curriculum (n=101) and others (n=151) studying a traditional curriculum. The results showed significant differences in verbal creativity between two groups. Multivariate analysis of variance (ANOVA) revealed the positive impact of the thematic interdisciplinary instruction on the verbal creativity of the junior schoolchildren. Implications of the findings for education will be discussed.

THE EFFECTS OF TRADITIONAL AND DEVELOPMENTAL APPROACHES IN PRESCHOOL EDUCATION

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This presentation contains a description of two studies. Their aim was to compare effects of the different preschool environments on child school readiness and independence in the 3rd grade. The traditional approach focuses on the transmission of knowledge, patterns of social behavior, and assumes teacher-centered interaction between child and teacher. The developmental approach (Davydov, 2008) focuses on developing the child's abilities and using cultural tools, rather than just transmitting educational content. Our research questions were: Are there any differences in the school readiness outcomes of the developmental and traditional approaches? Are there any differences in children's independence depending on the quality of preschool educational environment? In Study 1 we surveyed 92 children aged 6 to 7, who attended a preschool with traditional (N=45) or developmental approach (N=47). The level of mental abilities, figurative thinking, verbal-logical reasoning, self-regulation and abstract reasoning were used as school readiness measures. Data analysis revealed significant differences in children's school readiness in favor of DA. In Study 2 314 first-graders and 12 teachers were surveyed. Child independence was measured by teachers with the Personal, Social and Emotional Development (PSED) Scale. Assessment of the quality of pre-school educational environment

was carried out with the Early Childhood Environment Rating Scale (ECERS). Correlation analysis was carried out between the ECERS scores and the level of children's independence. Comparison of school readiness outcomes of traditional and developmental approaches showed that the children who attended a DA preschool demonstrated a higher level of school readiness: they were able to ask for help, to coordinate their creative intentions with peers, and to empathize with them. Their self-consciousness was greater than that of their peers who were educated under the traditional approach. Also, they demonstrated a greater voluntary readiness for school. Meanwhile, children who attended preschools with the traditional approach demonstrated a higher level of verbal-logical reasoning. Comparison of child independence during transition to school showed that children whose preschool teachers stimulated communication, supported respect between children and adults, promoted children to resolve conflicts independently, emphasized positive behavior, and practiced a smooth transition between different activities were more independent in the first grade.

Discussant: Tamara Gordeeva Russia Moscow (Moscow State University Associate professor), Martin Lynch (USA Rochester).

CONNECTIONS BETWEEN CENTRAL ASYMMETRY AND LATERAL PREFERENCES IN CHILDREN AND ADULTS

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Abstract body. The Symposium will focus on the relationship of central and peripheral asymmetry in ontogenesis. The relevance of such Symposium is associated with the extreme inconsistency of the results in studies of brain asymmetry and the prognostic possibilities of evaluation of lateral peripheral indicators at different stages of ontogenesis. Discussion of the reasons for this inconsistency when using the latest equipment to assess the lateral signs is essential to deepen both the theoretical understanding of the causes of hemispheric asymmetry of the brain, and the creation of methods for the use of methods of evaluation of lateral signs in the sensory and motor sphere to predict the effectiveness of training in school or the results of therapy with specific effects separately on the left or right hemisphere of the brain. The Symposium will bring together experts from different countries with different theoretical positions on the role of hemispheric asymmetry in ontogenesis

Press paragraph. The relevance of the theme of the relationship of functional brain asymmetry and lateral preferences in the sensory and motor spheres is due to theoretical ideas about the genetic courses of asymmetric preferences and their connection with individual characteristics (learning disabilities, adaptation both in norm and in disorders). At the same time, the inconsistency of research results, often associated with the difference in methodological approaches to the evaluation of lateral preferences and psychological individual characteristics does not allow to restore a complete picture of the interaction between lateral preferences and functional brain asymmetry. Moreover, these phenomena appear independently in ontogenesis, which further complicates the

understanding of their mutual influence in late ontogenesis. Within the framework of the Symposium, experts from different countries working at different age stages and using different methods of assessing asymmetric preferences and functional brain asymmetry will seek consensus in understanding the phenomenon of asymmetry and using it for prognostic purposes to assess the effectiveness of children's learning and adult adaptation.

General summary of the Symposium. The Symposium will include several presentations covering different aspects of the problem. In the first report, Zh. Glozman (Moscow State University, Glozman@mail.ru) will present data on the current understanding of the phenomenon of cross-laterality and prognostic possibilities of its evaluation to describe the probability of stuttering and problems with learning in children. The second report (reporter G. Danilov from N.N. Burdenko National Medical Research Center for Neurosurgery, Moscow, Russia) presented by a group of authors from different institutions of Moscow will be devoted to the longitudinal observations of a group of patients who received radiation therapy on the hippocampus and various sensitivities of the brain to the effects of radiation (by a group of patients of the Moscow medical Research Center for Neurosurgery, Moscow, Russia). The third report (Lysenko, Pirogov Russian National Research Medical University), also presented by a team of authors from various scientific institutions of Moscow, will show a description of the dynamics of interaction of brain hemispheres in terms of increasing the rate of blood flow in the arteries of the cerebral hemispheres in the performance of speech and visual-spatial tasks. In the report from Spain (L. Liutsko, ISGlobal, Barcelona,

Spain) will be presented data on the activity of various brain structures in the left-handed and right-handed people. Report by E. Nikolaeva (Herzen State Pedagogical University, Saint-Petersburg, Russian Federation) will devote to the connection of the latter characteristics with

cognitive processes in individuals with different stuttering severity. Discussion of the reports will expand the understanding of the relationship between functional asymmetry of the brain and lateral preferences in children and adults.

CROSS-LATERALITY AS A RISK-FACTOR OF COGNITIVE DISTURBANCES IN CHILDREN AND ADULTS

Janna Glosman

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Human laterality – a preference or higher locomotive or sensor performance is a multidimensional trait (Rigal, 1992). Few studies focused on the link between crossed laterality and brain pathologies in different nosological groups of children and adults. We have supposed, that types of crossed laterality: intra-model (only in motor or only in sensory functions) and inter-model (differences in preferences between sensory and motor performances) have not equal consequences on human cognitive functioning. 11 patients after organic pathology (Parkinson's disease), 32 children and adults with functional pathology (stuttering) and 32 learning disable children suffering from ADHD were assessed with the integrated Lurian neuropsychological battery including qualitative and quantitative analysis of results. Two types of crossed laterality were determined by special tests on hand, leg, eye and ear preferences. Results Most of patients had crossed laterality. Types of crossed laterality differently correlated with patterns of cognitive, emotional, neurodynamic and executive disturbances. Crossed laterality decreases the brain activation both in motor and intellectual activities.

Crossed laterality, especially intermodal one, has negative effect on verbal functions and memory. Intermodal crossed laterality had a negative effect on disease progress (stage of PD and severity of verbal and emotional disturbances in stuttering, as well as the degree of cognitive delay in ADHD). Crossed laterality significantly decreases everyday activity. The highest correlation with learning disability and severity of cognitive disturbances is revealed in cases of different lateral preference for hand and eye. Age and gender differences are discussed. Crossed laterality is a significant pathological factor both in organic and functional brain pathology. The physiological reason for it is a delayed interaction of the cerebral hemispheres. Social help – an early stimulation of interhemispheric interaction by neuropsychological remediating techniques in the preschool age decreases the crossed laterality, provides better cognitive functioning and learning, reduces speech problems in stutterers Acknowledgments The study have been supported by the Russian Foundation of Fundamental Investigations (grant RFFI #18-013-00721).

THE IRREGULARITY OF FUNCTIONAL CHANGES IN THE BRAIN EXPOSED TO RADIATION THERAPY

Gleb Danilov

Olga Krotkova

Michail Galkin

N.N. Burdenko National Scientific and Practical Center for Neurosurgery (Moscow, Russia)

Anna Alekseyeva

Lomonosov Moscow State University (Moscow, Russia)

Radiotherapy in patients with brain tumors is faced with the problem of the neurotoxic side effects of ionizing radiation, manifesting in cognitive functions decrease and the reduction of primary attention, memory, and ability to solve new tasks. The effects of radiotherapy were studied in 17 patients with cavernous sinus meningiomas. Tumors were adjacent to the temporal lobe and the hippocampus, however, not infiltrating the brain, which enables isolating the effects of radiation on the brain. The treatment was carried out in a standard fractionation mode with a single focal dose of 1.8 Gy, a total dose of 52.2 – 59.4 Gy. We examined patients during several visits: before radiotherapy, immediately after the end of the treatment, 6 and 12 months after irradiation. The protocol included a neuropsychological study using of A.R. Luria method, Wechsler memory scale tests, and our original technique objectifying the spatial distribution of visual attention (with eye tracking) and the subsequent storage of visual information in memory. The combination of methods enabled quantification of the functional state of the brain at each visit. The dynamics of mental processes

was observed in the three trends. 1. The improvement of memory and attention in a number of tests, accompanied by a reduction of tumor volume after of radiation therapy and a decrease in adjacent brain structures compression. 2. Worsening of the functional state related to the right hemisphere in the second visit compared to the first (in particular, the deficit of attention in the left visual field and the appearance of specific recognition errors). The absence of significant changes in the left hemisphere in the second visit compared to the first. 3. The deterioration of the left hemisphere functional state in the third point compared to the second (lack of attention in the right visual field, specific errors of stimuli recall in this area). The hypothesis of functional changes irregularity in the brain undergoing irradiation (anticipating the appearance and increase of right-hemispheric symptoms) was previously expressed by authors studied the consequences of the Chernobyl nuclear power plant accident. Work was supported by the Russian National Fund grant 17-15-01426.

THE ASSESSMENT BY DOPPLER ULTRASOUND OF HEMISPHERES INVOLVEMENT IN SPEECH AND VISUAL-PERCEPTUAL INFORMATION PROCESSING

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The integrative brain work is determined by unequal contribution of each hemisphere to the provision of different activities. The identifying of functional specialization and the assessment of hemispheres degree involvement in speech and visual-perceptual information processing are demanded in neurosurgical preoperative procedures and rehabilitation practice. A special role in such assessment is played by the simplicity and accessibility and non-invasiveness of the methods used. The method of functional transcranial Doppler ultrasound corresponds to these requirements and now is actively used for identification of hemispheric functional specialization. There are new results of

hemispheric dynamic interaction according to increase blood flow velocity in brain arteries during the performance of speech and visual-special cognitive tasks in healthy subjects (57 persons). There was the comparison of the results, which were obtained in healthy subjects and patients with unilateral tumor and cerebrovascular brain lesions (60 patients). There results permit to make a conclusion that different types of activities (speech or visual-perceptual) accompanied by join involvement of two hemispheres, but theirs dominant role are not equal. Also the unequal contribution of each hemisphere depends on lateralization of brain damage and its nosology.

ASYMMETRY IN FINE MOTOR PRECISION PERFORMANCE WITH AND WITHOUT VISUAL GUIDANCE: RIGHT-HANDERS VS. LEFT-HANDERS

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Previous studies showed brain asymmetry linked to handedness with greater lateralization in men (Amunts et al., 2000), which might affect both motor and cognitive performances (Fennell et al., 1978; Annett, 2013), the prevalence of some mental disorders (Dunivin, Zenhausen, 1981) was also detected. Nonetheless, it was pointed out that existing “neuro myths” about left-handedness, according to public consciousness, could also be derived from misleading studies (Yamashita, Sechi, 2018). Our study aims to observe whether there exist significant differences in fine motor precision performance between both hands (asymmetry/symmetry) in left-handers as compared with right-handers. 81 participants from pooled studies were included in the current research after being matched by age (mean 21, range 14-37 years old) and sex (86% men), 8.1% of them were left-handers. The neuropsychological test -Proprioceptive Diagnostics of Temperament and Character (DP-TC) (Tous, Liutsko, 2014) – was applied to observe the fine motor precision in graphical performance with and without visual guidance in both hands and three movement types: frontal, transversal and sagittal. Paired t- differences for each experimental condition (three movement

types x two sensory conditions) were applied to compare both hands performances in both groups. Among six experimental conditions, right-handers showed a statistically significant difference between right and left hand precision performances ($p=.037$) – in transversal movement and without visual guidance (P-proprioceptive-only sensory condition). Whereas, left-handers showed the difference only in PV-proprioceptive-visual sensory condition (with visual guidance and the same movement type ($p=.045$)). Symmetrical performance while comparing fine motor precision in the one hand with the other in both groups (left-handers and right-handers) was perceived as characteristic for majority of experimental test conditions (five out of six). The asymmetry was observed in different sensory conditions, which suggests different mechanisms of processes underlying them. On the other hand, owing to the differences noticed in the same movement type – the transversal one – it is assumed that there exist some common bases for such asymmetry: possibly a habit of writing. We hope that these findings can help to shed more light on the discussion about “neuro myths” of handedness and related brain asymmetry.

CONNECTION OF THE LATERAL PREFERENCES WITH COGNITIVE PROCESSES IN INDIVIDUALS WITH STUTTERING

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Natalja Karpova

Psychological Institution RAE (Moscow, Russia)

Alexandr Dobrin

Bunin State University of Yelets (Yelets, Russia)

The objective of the pilot study was to study the lateral signs in stuttering young people and describe the relationship of these lateral signs with the features of cognitive processes. The subjects were boys and girls (mean age 21.1 years), 2 girls and 9 boys, who agreed to participate in the psychotherapeutic group in the Psychological Institute of RAO. The study was conducted before the start of the group. The following methods were chosen to implement the research goal. To identify the leading hand, the leading eye leading ear and lead foot were conducted most frequently occurring samples. To determine the total profile of the functional sensorimotor asymmetry, the corresponding General indicators of the leading arm, leg, eye, ear were first calculated as the arithmetic mean of the results of all the tests. Then the digital value of the functional sensorimotor asymmetry was calculated by summing up the corresponding General indicators and calculating the average value. To determine the location of the speech

center, the method of verbal and manual interference was used. To describe the sensorimotor integration, the parameters of both simple and complex sensorimotor reaction were evaluated using the Rebos method. To determine the degree of interference in the working memory was used computerized technique "Interference" O. M. Razumnikova. Statistical data analysis was carried out using IBM SPSS Statistics (version 22). It was found that among persons with stuttering of high severity the number of right-handed (27.2%) was sharply reduced due to an increase in the number of mixed-handed (54.5%) and left-handed (18.3%). 45.6% of persons with high stutter rate increased the number of persons with 2 speech centers (45.6%). There is no connection between lateral preferences and efficiency of working memory and quality of sensorimotor integration in persons with stuttering. The study have been supported by the Russian Foundation of Fundamental Investigations #18-013-00721 A

CONNECTION OF THE RESULTS OF DICHOTIC TESTING WITH THE PECULIARITIES OF THE LATERAL PREFERENCES OF PRESCHOOL CHILDREN

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Tatjana Brisberg

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Unlike many other psychological phenomena, the advantage of the right ear for speech information in dichotic testing is not limited to Western societies, but is observed in people of different cultures and can therefore be considered as a global perceptive phenomenon in humans. According to modern concepts, it reflects the location of the center of speech in the subjects. The paper raises the question of how the results of dichotic testing correlate with the results of testing of lateral preferences. Was the selected tests in the literature are assessed as having a genetic basis (grip of the fingers, and Napoleon test shoulder test), and tests that are under social pressure (to close and open the lid of the jar, take the item from the table) and "a magic bag"- touch in the closed pouch on each hand to identify the

object and name it. The study surveyed 96 children 5,2 -7,8 years. 30 children were in the control group and 66 children were included in the experimental group because they had specific linguistic impairment, SLI. The results of testing using samples, which are considered to be due to genetic factors that find a much more left-handed children than those who are exposed to social pressure to shear the sample to the right. Only the results of the evaluation of the leading hand using samples that are considered genetically determined correlate with the results of dichotic testing: the more pronounced the left signs in the evaluation of the leading hand, the less pronounced the effect of the left ear. The study supported by the Russian Foundation of Fundamental Investigations #18-013-00323 A

PSYCHOPHYSIOLOGICAL APPROACH IN DECISION OF EDUCATIONAL PROBLEMS ON DIFFERENT STAGES OF ONTOGENESIS

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Elena Nikolaeva

Herzen State Pedagogical University (Saint-Petersburg, Russia)

Olga Rasumnikova

Novosibirsk State University (Novosibirsk, Russia)

Elvira Dunaevskaya

Herzen State Pedagogical University (Saint-Petersburg, Russia)

Mark Leikin

University of Haifa (Haifa, Israel)

Abstract body. The Symposium brings together speakers who apply psychophysiological approach in the study of speech, sensorimotor integration, perception of emotional events, creativity. Each speaker tries to reveal the psychophysiological cause of the phenomenon under study and connect it with the peculiarities of activation of brain structures. Language formation is often accompanied by disorders that have no obvious causes and require a deep psychophysiological analysis of the formation of language function in children. At the Symposium, an international team of authors will raise psychophysiological problems that arise during training at different stages of ontogenesis.

Press paragraph. The Symposium will focus on finding the reasons for the effectiveness or ineffectiveness of different methods of helping children in learning at different stages of ontogenesis. The research is combined with a psychophysiological approach and attempts to link psychological problems in development with brain processes. Speakers from different cities of Russia (Novosibirsk, St. Petersburg), as well as from Israel, will try to discuss the possibility of psychophysiological approach in solving educational problems.

General summary of the Symposium. In the report of Victoria Efimova (the head of the clinics "Prognosis", Saint-Petersburg Russian Federation, prefish@yandex.ru) the reason for the

failure of the primary school child in the tasks related to the story in the picture will be revealed. Using the eye tracking method, it will be shown that unsuccessful children cannot view the picture completely. In the report of Elena Nikolaeva (Herzen State Pedagogical University, Saint-Petersburg, Russian Federation, klemtina@yandex.ru) in co-authorship with Tatiana Brisberg, the connection of lateral preferences with the results of dichotic testing will be analyzed. The report of Elvira the Dunaevskaya (Herzen State Pedagogical University, Saint-Petersburg, Russian Federation, doroga2elvira@yandex.ru) in collaboration with Svetlana Nikiforova and Elena Nikolaeva will be presented to the features of sensory-motor integration of children with delay of mental and speech, and shows the relationship of the efficiency orientation in the sensor space with lateral preference. The report of Olga Razumnikova (Novosibirsk State Technical University, Russian Federation, razoum@mail.ru) in collaboration with Ekaterina Khoroshavtseva will be described the results of the evaluation of the EEG in students with the presentation of information with different emotional significance. In the report by Mark Leikin (The Interdisciplinary RANGE Center, Faculty of Education, University of Haifa, Haifa, Israel markl@edu.haifa.ac.il) in co-authorship with Roza Leikin and Ilana Waisman, decision-making mechanisms of students with different levels of creativity will be analyzed.

PSYCHOPHYSIOLOGICAL APPROACH TO THE ANALYSIS OF THE CAUSES OF DISORDERS IN THE DEVELOPMENT OF COHERENT SPEECH

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The formation of the child's coherent speech-the most important stage in the development of his cognitive sphere. At the same time, there are a number of children who experience significant difficulties in the consistent presentation of the material seen. Therefore, the purpose of the study was the elucidation of the causes of the difficulties from the learners during the oral story in the picture. The study was conducted in the children's neurological clinic "Prognoz". 32 children (average age 7.5 years) were examined, including 19 boys and 13 girls. Children were asked to make a story in a series of three pictures. First, the child was asked to arrange the cards with pictures on the table in a sequence that seemed to him correct. Then the pictures

were shown on the monitor screen, and the child told what was happening on them. Oculomotor activity in the process of retelling images was recorded on the installation Eyegaze Analysis System (eye tracking system). Analysis of the results showed that 15 children were unable to make a coherent story. At the same time, 12 of them fixed the view only on its Central part in the process of viewing pictures, while significant elements that allow to understand the essence of the story were on the periphery. The use of hardware assessment of eye movements allowed to differentiate the possible reasons why the subjects did not cope with the task. One of these reasons is the inability to combine elements into a single whole.

IMBALANCE BETWEEN EMOTIONALLY NEGATIVE AND POSITIVE LIFE EVENTS RETRIEVAL AND THE ASSOCIATED ASYMMETRY OF BRAIN ACTIVITY

Olga Rasumnikova

(Saint-Petersburg, Russia)

Ekaterina Khoroshavtseva

Novosibirsk State Technical University (Russia)

It is well known that emotions promote memorization and serve as reinforcement of behavioral activity useful for survival, i.e. stimulation of reactions expected to have positive emotions, and avoidance of negative affects. Sustained focusing on a negative assessment of life events can create negative background and changes in the emotional feedback to new information and would facilitate the development of depression. In this regard, it is important to assess the balance between self-assessment of emotional memories and the reflection of this process in brain activity. So, aim of the study was a research of the cerebral cortex activation using EEG analysis during mental memory retrieval of life events that had a positive or negative emotional character due to their self-assessment. The study involved 31 university students (25 women). EEG registration in 19 channels was performed in three experimental situations: resting, and memory retrieval due to emotionally positive or negative events. The power of biopotentials was calculated according to the Fourier transform in six frequency ranges from delta to beta2. Specific frequency oscillations associated with emotional memory retrieval were found by ANOVAs. The most

informative for differentiation of emotions are the indicators of the power of alpha2 and beta2 rhythms with greater synchronization effect for positive than negative emotions. The memory retrieval of emotional events, regardless of the valence of emotions, is accompanied by desynchronization of alpha oscillations in the posterior regions of the cortex. Self-assessment of the intensity of memories did not differ significantly for events of positive and negative nature and tended to have positive correlations between negative emotions and alpha1power in the occipital sites and beta2 rhythm in the right posterior temporal cortex, and between positive emotions and beta2 in the left anterior temporal site. Thus, the brightness of episodic memory is reflected by activation processes in the visual cortex and areas associated with multimodal information processing whereas differentiation of the valence of emotions is presented by the neural systems at the temporal cortex areas. Obtained imbalance between self-assessment of emotional memory and the associated asymmetry of brain activity may indicate compensatory recourses to correction training emotional states.

LATERAL PREFERENCES OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION AND SPEECH DISORDERS

Elena Nikolaeva

Elvira Dunaevskaya

Svetlana Nikiforova, Herzen State Pedagogical University, Saint-Petersburg

The aim of the study was a comparative description of lateral preferences, reaction rate and erroneous actions in the process of performing a simple sensorimotor reaction in children aged 4-7 years of normative development and with mental retardation. The urgency of the problem lies in the fact that every year the number of children with mental retardation increases and new solutions are required in the education of these children within the framework of inclusion. The subjects were 70 children, 26 girls and 44 boys (mean age 5.7 years), 20 children of normative development, 20 children with mental retardation and 30 children with speech disorders. The following methods were chosen to implement the research goal. To

identify the leading hand, the leading eye leading ear and leading foot were conducted most frequently using tests. To describe the sensorimotor integration, the parameters of both simple and complex sensorimotor reaction were evaluated. To determine the degree of interference in the working memory was used computerized technique "Interference" by O.Razumnikova. Both children with mental retardation and speech disorders differed from the children of normative development by high quantity of children with mixed lateral parameters and low quantity children with right profile of the functional sensori-motor asymmetry. The study supported by the Russian Foundation of Fundamental Investigations #18-013-00323 A.

EXPERTISE, GIFTEDNESS AND INSIGHT-BASED PROBLEM SOLVING IN MATHEMATICS

Roza Leikin

Ilana Waisman

Mark Leikin

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In this research report we discuss links between expertise in school mathematics, general giftedness and mathematical insight. Expertise is acquired by means of deliberate practice that leads to the ability to make fluent and flexible use of strategy-based processes as and when required.

Mathematical insight is associated with production of original work, invention and illumination, which is an experience of suddenly realizing "how to solve a problem". Several distinctions were introduced in the study: First, based on theories of gifted education (e.g., Milgram and Hong 2009), a distinction was made between levels of intelligence ("general giftedness," G, determined by IQ scores higher than 130) and levels of expertise ("excellence in mathematics," EM, determined by high scores in secondary school mathematics). This was applied in the sampling procedure, whereby four research groups were designed by a varying combination of EM and G characteristics. Second, based on the theories of mathematics education, a distinction was made between the translations of different representations of

mathematical objects required by the task (Kaput 1998) and different areas of mathematics (i.e., algebra and geometry), together with a third distinction between learning-based and insight-based tasks; these distinctions were implemented in the design of the research tools. The task design was determined by Pólya's (1973) theory of problem-solving strategies. Comparison between behavioral and ERP measures associated with solving learning-based and insight-based mathematical problems will be presented. The study design led to some exciting discoveries: The distinction between general giftedness and expertise in mathematics proved to be powerful in understanding that these two characteristics, even though interrelated, are different in nature. It was also obvious that using behavioral measures only is insufficient and sometimes misleading. We will argue that effects associated with solving insight-based tasks are linked to general giftedness. In contrast, effects associated with solving learning-based tasks are linked to expertise in mathematics. The insight-based component associated with mathematical expertise when solving learning-based tasks will be analyzed.

THE DARK AND BRIGHT SIDES OF THE DARK TRIAD

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Perm State University (Perm, Russia)

Delroy Paulhus

University of British Columbia (Vancouver, Canada)

Marina Egorova

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. This symposium aims to present the studies concerning the constellation of three personality traits: Machiavellianism, subclinical narcissism, and subclinical psychopathy called the Dark Triad. The Dark Triad has many negative expressions in different spheres of life. However, the recent studies reveal that the Dark Triad traits can play a positive role in different circumstances for a person and society. The main idea of the symposium is to discuss the last findings of both negative and positive sides of the Dark Triad.

Press paragraph. The speakers of the symposium "The dark and bright sides of the Dark Triad» will present different studies from Norway, Serbia, Russia, and China. The idea of organizing this symposium emerges from studies which reveal that the Dark triad traits cannot be evaluated only as negative but, in some situations, they lead to social approval and success. Why should we assess the DT traits only as the bad side of personality? The topics of presentation spread from the debate of the positive or negative role of the Machiavellianism, subclinical narcissism, and subclinical psychopathy to individual differences in the DT depending on biological (hormonal system functioning) features. One of the reports reveals the impact of The DT on Facebook posts and answers the question about identifying dark personalities on the Internet. The findings concerning the understanding of the relations between regional and personal residential mobility and the Dark Triad will be demonstrated from the perspective of personality-environment association. The problem of perception of the DT host and the differences in attractiveness of people who tend to be more manipulative, selfish and impulsive will be presented.

General summary of the Symposium. The Dark Triad is one of the discussed topic in personality

psychology for the last decades. The Dark Triad has revealed that this constellation of three traits — narcissism, psychopathy, and Machiavellianism. The association among Dark Triad traits is based on correlation analysis and was replicated in several studies (Jakobwitz, Egan, 2006; Lee, Ashton, 2014; Deshong et al., 2015). These traits are subclinical and represent a self-serving and instrumental style of social interaction that is linked with employing manipulative and egoistic strategies. Each trait has a long history in psychological research and reflects different sides of behavior. Narcissism is a disposition to perceive themselves better (attractive, smarter) than others. Narcissist individuals can be described as egocentric with a sense of grandiosity (Raskin & Terry, 1988). Finally, Machiavellianism is a tendency to seek the satisfaction on own needs by manipulating by others regardless of moral (Christie & Geis, 1970). Psychopaths is a disposition to thrill-seeking and impulsive behavior, lack of empathy and low moral values (Jonason & Krause, 2013). Lots of studies showed that Dark Triad traits share common influence to sexual success (Jonason, Li, Webster, & Schmitt, 2009;), social influence (Jonason & Webster, 2012), self-promotion, coldness, disagreeableness, exploitation, and aggression (Furnham, Richards, & Paulhus, 2013). Sex differences in Dark Triad traits were replicated in some studies (eg. Jonason, Li, Webster, & Schmitt, 2009), and reveal that men are more tending to manipulate (Machiavellianism) and more impulsive (psychopathy). From the evolutionary psychology point of view, the explanation for Dark Triad traits is that each trait provides evolutionarily advantage. Dark Triad individuals use so-called "cheater strategies" (charm and deception) in opposition to altruistic strategies traditionally

considered as evolutionarily more attractive (Jonason & Webster, 2012). On the symposium, the participants will present several studies concerning the dark and bright sides of the Dark Triad. The idea of this symposium emerges from studies which exhibit that the Dark triad traits are not only negative but, in some situations, they lead to social favor and success. The issues of presentation developed from the discussion of the positive or negative role of the Machiavellianism, subclinical narcissism, and subclinical psychopathy to individual differences in the DT depending on biological features. The

impact of The DT on Facebook posts and answers the question about identifying dark personalities on the Internet was revealed. The findings concerning the understanding of the relations between regional and personal residential mobility and the Dark Triad will be demonstrated from the perspective of personality-environment association. The problem of perception of the DT host and the differences in attractiveness of people who tend to be more manipulative, selfish and impulsive will be presented.

ARE THE "DARK PERSONALITIES" PERCEIVED AS BAD, AND "BRIGHT" AS GOOD?

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Milena Baleva

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The Dark Triad is a set of conceptually separate but empirically overlapping personality traits – Machiavellianism, subclinical narcissism, and subclinical psychopathy. Underlying these features are socially aversive behaviors such as self-centeredness, manipulation, and control. Machiavellianism is described by dishonesty, deceitfulness, and cold-heartedness. Psychopathy is associated with high impulsivity, emotional coldness, and low empathy. Narcissism exhibits as self-centeredness, need for admiration, and a sense of entitlement. Although it is recognized that "dark personalities" engage in a high level of interpersonal manipulation and exploitation, little is known about whether or how they are assessed by the others. The current study investigated how a fictitious opposite- and same-sex Dark Triad traits hosts are perceived in a quasi-experimental design on the sample of 460 undergraduate students. Positive (bright) and Negative (dark) male and female images (video) of the others

were presented to the respondents. Each image was evaluated by the general attractiveness, relevant characteristics of the Dark Triad and three attitude components (cognitive, behavioral, and emotional). Participants were diagnosed with the Short Dark Triad inventory. The polarization of the evaluation and attitudes toward Positive and Negative images of the others were found.

Participants perceive the Positive image as simple, and Negative image as complex. Positive male image is evaluated as more psychopathic than female image. Positive female images have higher scores in attitudes. The attractiveness of female images was higher than male regardless of the Dark Triad. The impact of the participants' Dark Triad level was discovered. Higher Machiavellianism, narcissism, and psychopathy of the respondents make the Negative image more complex and hard to appraise in opposition "good-bad." The cognitive component of attitude toward Positive and Negative image becomes closer for respondents with high Dark triad traits.

SELFISH PERSONALITY – RELATIONS BETWEEN HEXACO AND THE DARK TRIAD

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The Dark Triad represents a constellation of three personality traits: Machiavellianism, narcissism and psychopathy, reflecting a socially destructive character with behavioral tendencies towards manipulation, deception, self-promotion, emotional callousness and aggression. Although each of the Dark Triad traits has some specific characteristic, all three share a common core, largely defined by Honesty-Humility from the HEXACO model, a trait which explicitly contrasts prosocial and self-interested behavior. Selfishness is widely regarded as an excessive focus on one's own welfare, regardless of the well-being of others, and fits well to the description of the Dark Triad constellation. However, selfishness can have several forms, and the direct relations with the Dark Triad traits and specific forms of selfishness have not been directly assessed up to date. Therefore, the aim of this study was to investigate the relations between the basic and the dark personality traits and selfishness, and whether the Dark Triad traits have a contribution above and beyond the HEXACO traits in explanation of specific forms of selfishness. Data were collected on a sample of 404 participants (51% of females) from general population from Serbia, using HEXACO-60,

MachiV, Narcissistic Admiration and Rivalry Questionnaire, Levenson Psychopathy Scale measuring primary and secondary psychopathy, and Selfishness Questionnaire measuring Adaptive Selfishness (caring not just for the self, but also for the close ones), Egocentric Selfishness (a single-minded attentional focus on the self) and Pathological Selfishness (harming others for self-advancement). The results showed that selfishness and dark traits shared 70% of common variance, while selfishness and basic traits shared 46% of common variance. Results of the hierarchical regression analyses showed that Honesty-Humility was the most prominent predictor among HEXACO traits, which, taken together, explained 31 to 38% of the selfishness variance. The Dark Triad explained 11% of egocentric, 16% of adaptive and 18% of pathological selfishness above and beyond the HEXACO traits. Machiavellianism emerged as the significant predictor of all selfishness forms, while narcissism was related to egocentric, and psychopathy to pathological selfishness. These findings shed some light on selfish personality and could indicate including selfishness into "dark umbrella".

DARK TRIAD TRAITS: NEGATIVE OR POSITIVE?

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The Dark Triad is a constellation of traits including Machiavellianism, subclinical narcissism, and subclinical psychopathy, and it is linked with antisocial behavior. The researchers who proposed viewing Machiavellianism, narcissism, and psychopathy as a single complex (Paulhus, Williams, 2002) believed that the traits comprising the Dark Triad are independent: despite all of the correlations, each is a separate construct and they complement each other, manifesting in violations of conventional norms, inability to sustain long-term relationships, cynicism, misanthropy, indifference to the feelings of others, and propensity for lying, deceit, and unabashedly taking advantage of others to achieve one's own goals. Machiavellianism, narcissism, and psychopathy have many negative expressions of all kinds. However, as research into the Dark Triad continues, more and more data emerge on the relatively "bright" aspects of the dark traits. Our study looked into (1) links between Dark Triad traits and other personality traits (using a sample of more than 3,000 respondents aged 16–84), (2) Dark Triad levels in a group of students who are most active socially and politically (the primary sample had

120 respondents, while control groups added up to more than 1,000 respondents), (3) mutual assessment of Dark Triad traits (using three samples of students and adults ranging from 60 to 132 respondents), and (4) perceptions of a successful individual (94 respondents, students). The results of the study show that Dark Triad indicators are linked with personality traits that are traditionally interpreted as "positive": Extraversion, Openness to Experience, and Ambiguity Tolerance–Intolerance.

Sometimes, the correlation is quite significant. Thus, for example, the correlation between narcissism and Extraversion identified using various samples was in the .31–.54 range. Socially active students have higher Dark Triad indicators than students from control groups. When assessing people they know well (friends, siblings, co-twins), respondents tend to see more pronounced Dark Triad traits in them than in themselves. Descriptions of a successful individual also include higher Dark Triad levels than self-assessments. Thus, it appears that a positive image requires the existence of some negative characteristics and that, without them, it can lose its attractiveness.

MOVING TOWARDS DARKNESS: THE PERSONALITY-ENVIRONMENT ASSOCIATION BETWEEN THE DARK TRIAD AND RESIDENTIAL MOBILITY

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Niwen Huang

Fang Wang

Shun Wang

Pan Cai

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From the perspective of personality-environment association, this research explored how the Dark Triad traits (narcissism, Machiavellianism, and psychopathy) be shaped by socioecological environment? Across three studies, we clarified the association between residential mobility in the environment and the Dark Triad traits. Both the role of regional and personal residential mobility in the Dark Triad traits are investigated. At the individual level, Study 1 (N = 233) found that lay persons had a social expectation that individuals with high (vs. low) personal residential mobility would be more likely to have a high level of Dark Triad traits; Study 2 (N = 325) further demonstrated that individuals' personal residential mobility could contribute to their Dark Triad personality state, and this finding was

replicated in Study 3 with an even larger sample (N = 1199). At the regional level, Study 3 revealed that regional residential mobility also played a role in the development of the Dark Triad. Although flow volume had no significant effect on the Dark Triad traits, flow direction influenced these traits significantly; the net population outflow of regions was associated with the residents' level of Dark Triad traits. The positive correlation among the Dark Triad traits, and personal residential mobility, and the net population outflow of regions can be understood from human's adaptations to certain socioecological environments. These findings expand our understanding of the origin of the Dark Triad and the associations between socioecological environment and personality.

THE DARK TRIAD TRAITS AND ATTITUDES TOWARDS UNCERTAINTY IN PERSONS WITH DIFFERENT PERSONALITY TRAITS

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The psychological portrait of a narcissistic personality seems incomplete without the links to other Dark Triad (DT) traits and personality features manifested when coping with uncertainty. Tolerance and intolerance of uncertainty are crucial elements in the regulation of decision-making. The aim of this study was to examine relations between the DT traits and decision-making styles, implicit risk theories and the Big Five traits. Methods: 381 participants took part in this study, aged 18 to 62 ($m=24.78$; $s.d.=7.65$), 75% women and 25% men. The following questionnaires, tested for the Russian-speaking sample, were employed: The Dirty Dozen Questionnaire – DD (Kornilova et al., 2015); New Questionnaire of Tolerance for Uncertainty (Kornilov, 2010); Ten-Item Personality Inventory Measure of the Big Five (Kornilova, Chumakova, 2016); Melbourne Decision Making Questionnaire – MDMQ (Kornilov, 2013); Implicit Risk Theories (Ordinova, 2013); Levenson Self-Report Psychopathy Scale – LSRP (1995). On a larger Russian sample of 1244 participants, narcissism was significantly positively correlated with Machiavellianism (.384) and psychopathy (.109), and the latter two were also significantly related (.384). DT significantly correlated with the LSRP primary psychopathy factor. DD psychopathy also correlated with the LSRP

secondary psychopathy factor. The DT correlated with uncertainty attitudes rather dissonantly. Narcissism was significantly positively correlated with tolerance of uncertainty (.157), but also with intolerance of uncertainty in interpersonal relationships (.181). Narcissism was related to the adoption of implicit risk theories, where risk is viewed either as a pleasure or in terms of potential gains and losses. Narcissism was not related to the only MDMQ productive coping pattern – vigilance ($n = 462$), but correlated with all three unproductive copings (hypervigilance, buck-passing and procrastination). Psychopathy (.103) and Machiavellianism (.110) were also positively associated with procrastination; and Machiavellianism – with hypervigilance (0.095). Narcissism was significantly negatively correlated with emotional stability and positively with extraversion and openness to experience. Machiavellianism and psychopathy were negatively related to agreeableness and conscientiousness. For the first time, a complex relationship between narcissism and tolerance of uncertainty is outlined. Although, narcissism and procrastination have been studied before, this study examines the tendency of individuals with high levels of DT to use unproductive coping patterns.

SEX DIFFERENCES IN SELF-REPORT EMOTIONAL INTELLIGENCE AND DARK TRIAD OF PERSONALITY

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The Dark Triad (DT) traits of narcissism, Machiavellianism and psychopathy have weak relations with the general mental ability [Zajenkowski, Czarna, 2015], describe malfunctioning interpersonal relationship [Austin et al., 2007]. The interpersonal relationship based on socio-emotional intelligence included communication competence [Diez, 1984], social intelligence [Cantor, Kihlstrom, 1987; Gardner, 1993; Guilford, 1967] and emotional intelligence (EI) [Mayer, Salovey, 1997]. DT traits have unclear links with features of emotional intelligence: low affect and cognitive empathy [Turner et al., 2019], an inadequacy of recognizing emotional conditions and correctly to respond to them [Lyons, Brockman, 2017]. In recent stable sex differences was received in the values of self-report EI and DT traits, but not for relations between self-report EI and DT. The research was directed to test the hypotheses of correlation between DT and self-report EI by gender. A sample of 244 students aged 18-30 from different universities of Perm (54 % female) completed Russian translation of the Short-Dark Triad [Paulhus, Williams, 2014] and Questionnaire of Emotional Intelligence (D.V. Lyuisin, 2006, 2009). The hypothesis was tested using bivariate

zero-order Person correlation, t-test and Cohen's *d*. We have found statistically significant differences for Machiavellianism), psychopathy and control of emotional expression in male group. Significant relations between self-report EI and DT was observed for narcissism and psychopathy. In male sample correlations of narcissism were in the range of 0,20 to 0,27 where it was related to managing emotions. In a female group we found many correlations in the range of 0,18 to 0,39 with all components of self-report EI (except control of emotional expression). Psychopathy of men had significant negative relations in both group for intrapersonal EI (for male from -0,22 to -0,29; for female from -0,19 to -0,22). In general, narcissism is "bright" feature of personality for socio-emotional efficiency while narcissism is "darker" trait. Sex differences were observed in the narcissism of males which associated with the pragmatic side of EI: managing emotions of other people and emotional self-regulation. However, all of the received relations were weak. "Dark" personality can be considered as a factor of social and emotional efficiency in interpersonal relationships.

WHAT WE DON'T TEACH OUR STUDENTS? PROMOTION AND PREVENTION IN PSYCHOLOGY AT UNIVERSITIES ACROSS EUROPE

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Panagiota Dimitropoulou

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Margarida Gaspar de Matos

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Abstract body. Promotion and prevention have a rising profile in the governmental policies across Europe and the European Union. In line with that, the EFPA's Board of Promotion and Prevention aims to support and strengthen the profile of promotion and prevention in the faculties of psychology, in the psychologists' associations and in the society. A good place to put the Board's focus is among students, the future of Europe's psychology. This symposium aims at sharing the students' perspective on promotion and prevention, how it is represented in study curricula across Europe and how these programs could be improved in order to better prepare students to become a psychologist. This symposium also aims at opening a discussion about the status of promotion and prevention in psychology across Europe and about possible future steps towards improving this status.

Press paragraph. The topic "What we don't teach our students? Promotion and prevention in psychology at universities across Europe" aims at sharing the students' perspective on promotion and prevention, how it is represented in study curricula across Europe and how these programs could be improved in order to better prepare students to become a psychologist. The speakers are members of EFPA's Board of Promotion and Prevention. Irena Stojadinović and Britt Randi Hjartnes Schjodt have been researching students' perspective on study programs across Europe in the last 3 years through the Board's work. The results of this research will be presented in the symposium. Moreover, Britt Randi Hjartnes Schjodt's work is focused on building professional competence of psychologists and engaging psychologists in policy making. Panayiota Dimitropoulou is a

professor at University of Crete focused on mental health promotion and promotion and prevention in the field of educational psychology. Margarida Gaspar de Matos is the convenor of the Board, a professor at University of Lisbon and Coordinator of the Centre for Health Education and Promotion. Her work is focused on children and adolescents health promotion and prevention as well as on influencing public policies through research.

General summary of the Symposium. Prevention science has become a truly interdisciplinary field and psychology has only recently become an active player and much more needs to be done. The EFPA's Board of Promotion and Prevention (previously Board of Prevention and Intervention) was established in 2012 to raise the profile of applied psychology approaches to prevention, as it had been clear that while the rhetoric of prevention approaches was very widespread (particularly among policy-makers) among psychologists it had a relatively low priority. The profession in general remains focussed on a culture of dealing with problems of human well-being one person at a time (or maybe one group at a time). There are, however, exceptions to this as the health psychologists and community psychologists have both developed significant experience and evidence to support population-based interventions applied to prevention and health and well-being promotion. The Board's aim has been to spread this expertise so that it has wider currency, and also to join up the various areas where prevention has a key role. With this in mind, this symposium's aim is to bring into focus the role of psychology education regarding establishing a solid ground for further development of promotion and prevention in

psychology across Europe. In reaching this aim, the presenters will seek to respond to questions such as: What we do and don't teach our students? What is the students' perspective on promotion and prevention as a part of a study curriculum? What are attempts from some European universities in introducing these topics?

These and more questions will be discussed through results of European survey about students' perspective on study curricula and needs for improving those as well as through case examples of Norway and Greece from both university and public policy perspective.

PROMOTION AND PREVENTION IN PSYCHOLOGY EDUCATION ACROSS EUROPE

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Britt Randi Hjartnes Schjodt

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Psychology and the education of psychologists throughout Europe follow a variety of development processes and professional traditions. The growing understanding of the need for a change in psychology interventions, towards more promotion and prevention and cross-professional cooperation, is the background and cause for this survey. The primary objective of this study was to investigate to what degree promotion and prevention is present in the education of psychologists across Europe. The study was conducted as a survey directed to current students at faculties of psychology at European universities during 2018. The survey had 18 questions: demographic information, questions about the presence of promotion and prevention in different courses, research training, practical training, students' professional confidence, mapping the presence of interdisciplinary topics such as project development and implementation, cross-professional cooperation, social inequality and UN sustainable goals and questions on how education can be improved when it comes to promotion and prevention. The responses will be analyzed qualitatively and quantitatively and

presented here. It is expected to collect responses from more than 30 European countries. The results will show that the education of psychologists varies from country to country, thus as well with regard to promotion and prevention theory and practice. The presentation will show some trends in teaching promotion and prevention across Europe, various differences that occur between and within countries, from a university to another university and gaps that should be covered both nationally and internationally. The presentation will conclude with students' suggestions as well as a general recommendation for the development and improvement of the education of future psychologists. The results from the survey give an insight into the education of European psychologists as well as an understanding of how students perceive, evaluate and reflect on promotion and prevention topics in their education. The students have many suggestions for improving the education programs, curricula, and teaching. Their perception of the high importance of promotion and prevention leads the presenters to be optimistic about the future development of the profession across Europe.

EDUCATIONAL REFORM IN NORWAY – PSYCHOLOGISTS FOR FUTURE CHALLENGES AND PRACTICE?

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The education of clinical psychologists follows different paths in European countries. Many countries use bachelor and master study program structure, while some – like Norway – have an integrated six years education model where students train and apply psychology in many different clinical settings during the study program. The students graduate with a clinical psychologist degree, ready to take patients into unsupervised treatment. For many years, psychologists have had a high professional and formal standing in specialized mental health services in Norway. For the last 15 years, the numbers of psychologists at the primary service level have increased after receiving special grants from the health authorities. From 2020, it will be mandatory for all municipalities to have psychologists in their health and social services. It has been evaluated that the faculties of psychology need to secure future psychologists with more knowledge on promotion and prevention, relevant also for the public health and primary service level. During 2018, the educational department and four other departments have developed new guidelines for psychology education in Norway. The guidelines are supposed to uniform the education across

universities, to secure the quality and content, but also to leave some room for local adaptation and development. The guidelines focus on learning outcomes with clear progression, client perspective (both people and systems/services) and the integration of theory, practice and research. The guidelines define six main topics for psychology education. Of these, the topic 'promotive and preventive psychological work' will be presented in detail.

Knowledge, skills and general competence will be addressed and discussed and related to the influence and role of the Norwegian Psychological Association (NPA) and our strategic goal – "Prevention for children and youth". Each country develops a psychologist education fitted to society-, community- and population needs. This education reform includes these needs. The presenter believes that this psychologist education reform would not have been so focused on promotion and prevention without the NPAs long-term efforts to include government, society, and members. In this perspective, the process can hopefully be of some inspiration to other countries and associations.

EDUCATING PSYCHOLOGISTS ON PROMOTION AND PREVENTION, EMPOWERING MENTAL HEALTH IN UNIVERSITIES

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Nowadays, based on empirical evidence, there is a growing focus on mental health promotion and prevention in many developing countries which is reflected in practice and service delivery by various professionals. The common aim of those professionals regarding mental health promotion is enhancing individuals, families, organizations or communities' well-being by a) helping people to cope with life events, both predictable and unpredictable, b) increasing their self-esteem, self-help, life skills c) improving the coping capacities of individuals and, c) strengthening social, economic and environmental protective factors. Furthermore, mental health prevention is defined as an intervention and implementation of strategies prior to the onset of a mental disorder in order to prevent their development. Since prevention is considered one of the aims and outcomes of a broader mental health promotion strategy, these two concepts are overlapping. Regarding the professions involved in the delivery of mental health promotion and prevention practices, psychologists have a crucial role in the delivery of such services. They are expected to be engaged and to apply best practices of promotion and prevention through increased awareness, knowledge, and skills developed by

continuing education, training, supervision, and consultation. Part of their education is accomplished at university institutions through specialized courses included in undergraduate and graduate curricula. The general aim of these programs is competency development by utilizing the knowledge, skills, attitudes, and values that serve as the foundation required in psychology as a profession. Taking into consideration the aforementioned, the current presentation will be focused on the efforts in Greek educational system on university level to train on mental health promotion and prevention students attending psychological programs at different stages of formal education. Another topic that will be pointed out is the necessity of the development of specialties in the field of mental health promotion and prevention by identifying suitable programs that demonstrate adequate training in applying these specialties. At last, it will be discussed in what ways, students in psychology programs, could benefit not only on a professional level but also individually when acquiring skills and strategies that can be used to respond effectively and sensitively to their own needs.

FINANCIAL IDENTITY, FINANCIAL BEHAVIOR, AND FINANCIAL SOCIALIZATION: CRITICAL ISSUES DURING EMERGING ADULTHOOD

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Abstract body. Originally, the financial life domain was considered as mainly coincident with material and objective resources (e.g., income) and was investigated principally by scholars of Economics. However, once Easterlin (1974) recognized the importance of the subjective dimension within the financial domain, it has become a research topic for Psychology too. This symposium collected different studies focused on how psychological processes, like for example identity or socialization, affect the financial domain. Furthermore, this symposium aims to stress the relevance that these finance-related psychological processes have during a specific stage of life: emerging adulthood. The financial domain has a core position in the 18-29 years old individuals' life both because the financial self-sufficiency is an essential aspect of subjective adulthood and because the emerging adults were the population most hurt by the 2008 economic crisis. This aim was reached using complex research designs like longitudinal, cross-cultural, and/or multiple informant methodologies.

Press paragraph. The current symposium aims to explore the emerging adults' financial life investigating individual financial factors (financial identity, financial well-being, financial behavior) and relational factors (parental financial socialization) as well as their connections. The symposium wants to illustrate how both psychological and relational factors are relevant and have to be taken in consideration in interventions enhancing emerging adults' financial condition. This symposium addresses issue relevant for researchers as well as financial educators, coaches, and other practitioners that are working toward understanding how the youth can achieve a better state of financial well-being.

As most of the studies about emerging adults' financial life have been developed in USA, this symposium stresses the need to develop this research field in countries other than USA and compare results across different countries. At this end, Margherita Lanz, from Italy, organized this symposium inviting psychologists from different countries to give their contribution. Presenters of this symposium, indeed, are Angela Sorgente (Postdoctoral researchers) from Italy, Rimantas Vosylis (Postdoctoral researcher) from Lithuania, Maja Zupančič (Full Professor) from Slovenia, Ulrike Sirsch (Assistant Professor) from Austria, and Mihaela Friedlmeier (Associate Professor) coming from Romania, but working in Michigan. Professors Joyce Serido and Soyeon Shim from USA will be the discussants.

General summary of the Symposium. The investigation of the psychological factors affecting the emerging adults' financial life has recently become a research topic (Sorgente & Lanz, 2017) and many research gaps have still to be filled. In particular, this symposium aims to address the following three gaps. First, there is a lack of validate measures assessing the psychological processes related to the financial domain. Sorgente et al.'s study presents the validation of the Financial Identity Scale measuring the identity statuses proposed by Marcia (diffusion, moratorium, achievement, foreclosure) within the financial domain. The measurement of financial identity is tested among emerging adults belonging to 3 different countries (US, Italy, Lithuania) to verify its invariance. Second, scholars recognize the financial self-sufficiency as a central marker of becoming an adult, but no study investigated the impact that the emerging adults' financial well-

being and financial behavior have on emerging adults' perception of their stage of life. Vosylis' presentation addresses this issue testing the relation between income, spending behaviors, and financial well-being with the perceptions of emerging adulthood on Lithuanian emerging adults adopting a 3-wave longitudinal model. Third, scholars agree that the parent-child relation has a crucial role in the financial socialization process that parents should act to prepare their children to face the complex financial world (Gudmunson & Danes, 2011).

Three presentations aim to enrich the Shim et al.'s (2010) financial socialization model, collecting information from both parents and children, as previous studies only rely on child's report. Specifically, Zupančič et al. tested this model integrating the parents and child's reports; Sirsch et al. tested the model differentiating between maternal and paternal financial socialization using both Austrian and Slovenian data; while Friedlmeier & Friedlmeier test the model comparing child' and parents' point of views.

THE FINANCIAL IDENTITY SCALE (FIS): CROSS-CULTURAL VALIDATION AMONG AMERICAN, ITALIAN, AND LITHUANIAN EMERGING ADULTS

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Rimantas Vosylis

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Financial self-sufficiency is an essential aspect of subjective adulthood, and as such, identity development within the financial domain among emerging adults should be better understood. Barber, Card, Serido, & Shim (2011) developed the Financial Identity Scale (FIS) in order to measure the identity statuses (diffusion, moratorium, achievement, foreclosure) proposed by Marcia (1966). The current paper aims to validate and compare the FIS via various types of validity (score structure, generalizability, criterion-related, known group, and reliability evidence) among emerging adults across three countries (US, Italy, and Lithuania). US data were drawn from Arizona Pathways to Life Success, a longitudinal study launched in 2008 among 2098 first-year college students. Italian data were collected from 440 emerging adults (aged 18-25), while Lithuanian data were collected from 481 emerging adults (aged 18-25). Different Structural Equation Models were run in order to collect validity evidence. Score structure test confirmed the 4-factor structure across the three countries (despite the fact that the Italian version had a bifactorial item (item 8 "I've never really questioned my views about saving and spending; if it's right for my parents, it must be right for

me") loaded on both diffusion and foreclosure factors. Generalizability testing showed that all factors (except for diffusion in Italy) had comparable meaning (i.e., invariant factor loadings) across the three countries. Both criterion-related evidence and known group evidence were demonstrated through significant relations of the FIS factors with the "Life Satisfaction" factor and also with socio-demographic variables (gender, age, living arrangement, occupation, and relational status), respectively. Reliability evidence was revealed by estimating the composite reliability of each factor within each country. Results showed that all factors were highly reliable ($\omega > .60$). Furthermore, reliability evidence was found through testing the FIS' stability over time through the US longitudinal dataset. More specifically, the scale showed full measurement invariance over time: factorial structure, factor loading, intercepts, and residual variance were equivalent across four waves. Findings confirm that the financial domain is relevant for emerging adults' life satisfaction and that the Financial Identity Scale is valid in examining identity development within the financial domain during emerging adulthood across different cultures.

HOW INCOME AND FINANCIAL BEHAVIORS SHAPE EMERGING ADULTHOOD EXPERIENCES? FINDINGS FROM A BRIEF LONGITUDINAL STUDY

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Emerging adults consider attainment of financial self-sufficiency as a central marker of becoming an adult (Arnett, 2001). However, most emerging adults reach financial self-sufficiency gradually, relying on partial financial support from parents for a prolonged period of time. Living on a limited budget and striving towards financial independence, requires sufficient skills in managing personal finances (Serido, Shim, & Tang, 2013). Considering the previous, it can be expected that financial capabilities shape experiences of this period and the process of becoming an adult. However, today very little empirical evidence exist documenting such effects. The primary goal of this study is to investigate how income, spending behaviors, and subjective financial well-being shape perceptions of EA. This study will present the findings from a recently launched longitudinal with Lithuanian first-year students, studying in tertiary institutions. In total, 533 emerging adults were surveyed during the initial assessment (56.8% women; Mage = 18.92, SDage = 0.72; 21.6% employed; 49.0% living with parents) studying in four institutions. Findings based on three assessments will be presented during the conference. Subjective financial well-being was assessed using a scale developed by Sorgente

(2017) and a financial anxiety scale (Shapiro, Gilla, & Burchell, 2012). Spending self-control (Haws et al., 2012) and impulsive buying (Rook & Fisher, 1995) were assessed to target financial behaviors. The short version (Crocetti et al., 2015) of the Inventory of Dimensions of Emerging Adulthood (Reifman et al., 2007) was used to assess perceptions of emerging adulthood. The preliminary findings, based on first wave data analyses, suggest that income is positively associated with self-focus and perceived possibilities, although the associations are rather small. Instead, stronger associations emerge between spending behaviors and subjective financial situation. Specifically, both spending self-control and impulsive buying are positively associated with all five EA dimensions. Subjective financial well-being is negatively associated with instability and positively with perceived possibilities, while financial anxiety in positively associated with identity explorations, instability and feeling in-between. Taken together, results suggest that an ability to effectively control one's spending and subjective experiences of a personal financial situation might shape experiences of emerging adulthood more than the actual income.

INTERGENERATIONAL PATTERNS OF FINANCIAL FUNCTIONING: PATHWAYS TOWARD FINANCIAL SATISFACTION AND DYADIC FINANCIAL RELATIONSHIP

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Žan Lep

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Primary objectives of this contribution were to extend the Shim et al.'s (2010) financial socialization model to parental self-reported financial functioning and thus, consider both parental and emerging adult (EA) children's reports on their financial outcomes. Specifically, we tested the proposed pathways of parents' assessment of their household income, financial knowledge, and financial behavior control toward (i) their self-rated financial behavior, and financial teaching of their children, (ii) financial learning outcomes in their EA children (child-rated adoption of parental role modeling, financial knowledge, financial behavior control), (iii) and indicators of healthy financial outcomes (children's self-rated financial behavior, satisfaction with money management in both parents and children, and parent-child relationship due to money matters considering aggregated standardized scores of both parents and children).

Participants were 474 Slovene first-year-university-students (Mage = 19.96 years, SD = .80; 45% males) and their parents (Mage = 48.16 years, SD = 4.87; 21% fathers). The participants responded to an online survey based on the battery of instruments by Shim et al. We performed the path analysis in Mplus using MLR method of estimation and obtained a good model fit. Parental self-rated financial functioning (knowledge, financial behavior control) influenced

their self-evaluated financial behavior, and teaching their children about finances, which both predicted the EA children's self-assessed financial learning outcomes (adopting parental financial role modeling, financial knowledge); these outcomes further affected children's self-rated financial behavior control and financial behavior. Similar intergenerational patterns were revealed for the paths of (i) financial knowledge and financial behavior control toward financial behavior, and (ii) financial behavior control and financial behavior toward satisfaction with personal money management. Satisfaction of both parents and EA children directly contributed to parent-child financial relationship. Parental self-assessed income also directly influenced both their financial behavior and satisfaction with money management. Our findings suggest that the existing models for financial functioning apply not only to EAs attending college but also to their parents' generation who differ in both age and financial experiences as the Slovene economy switched from state-run to market economy.

Additionally, parent-provided information appeared relevant for child financial outcomes; almost all previous studies relied solely on child-information.

DAUGHTER OR SON? DOES MATERNAL AND PATERNAL FINANCIAL SOCIALIZATION DIFFER?

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Research on parental financial socialization portrays parents' important role in the development of offspring's healthy financial outcomes such as financial behavior, financial relationship with parents, and financial satisfaction (e.g., Gudmunson & Danes, 2011; Jorgensen & Savla, 2010; Norvilitis & MacLean, 2010; Shim et al., 2010). Parental financial behavior and teaching directly and indirectly influence healthy financial behaviors of their emerging adult children. Findings dominantly stem from studies conducted in the U.S., and they usually did not differentiate between maternal and paternal financial socialization. Thus, we aimed to test parental financial socialization and its outcomes using Shim et al.'s first-year-student financial socialization model (2010) with first-year university students from two European countries, Slovenia and Austria. In addition, we differentiated between maternal and paternal financial socialization and how it relates to healthy financial outcomes in children by focusing on gender-specific dyads (i.e., father-son, father-daughter, mother-son, and mother-daughter dyads). Data were collected from 509 first-year university students in Slovenia (55.2%

females, mean age 19.91 years, SD = 0.70) and 395 in Vienna (70.1% females, mean age 21.07 years, SD = 2.05). They responded to an online survey, which was based on a battery developed by Shim et al. Students in Austria, and in Slovenia answered separate questions regarding their perception of mother's and father's financial socialization variables. Using SPSS AMOS Version 24, we conducted separate analyses for each dyad in each country. Results indicated acceptable model fit with significant direct and indirect pathways of financial socializing experiences to financial learning outcomes in emerging adults. In addition, we found country and gender specific influences on students' financial functioning; in Austria, mothers' and fathers' parental teaching directly influenced sons' (but not daughters') financial behavior. In Slovenia, adopting the parent as a role model directly affected students' financial behavior in the same sex dyads. Our findings highlight the importance of testing models in different socio-cultural contexts and differentiating between financial socialization of the mother and the father by taking into account the effects of gender roles.

PARENTAL FINANCIAL SOCIALIZATION FROM PARENTS' AND CHILDREN'S PERSPECTIVE: WHICH CONTRIBUTES MORE TO CHILDREN'S POSITIVE FINANCIAL Outcomes?

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Many young American adults today struggle against threats to their financial well-being, such as credit card and student loan debt. Although other agents are highly relevant (e.g., peers, school), parents play a critical role in shaping their children's financial skills and attitudes through modeling, reinforcement, and intentional teaching of skills and information (Danes, 1994; Danes & Haberman, 2007). Majority of previous studies relied solely on children's perspective regarding parental financial guidance (e.g., Jorgensen & Savla, 2010). The purpose of the current study is to investigate which source of information is most predictive of college students' financial and overall life satisfaction. A total of 98 freshmen college students (72% female, predominantly white) and one of their parents (73% mothers) participated in the study using a paper and pencil procedure. Using Likert-scale questions, parents reported their engagement in teaching their children about

money and monitoring their money spending, their own financial satisfaction, financial behaviors and knowledge. Students provided similar information about themselves as well as about their perception of their parents' financial aspects. Overall, our findings suggest that children's view on previous (i.e., while growing up) and current financial socialization contributed to their financial satisfaction to a greater extent compared to parents' view. Having parents as role models is linked to students' greater ability to control their money, more frequent engagement in positive financial behaviors, and higher financial satisfaction. The financial habits that form during adolescence and emerging adulthood are likely to persist during adulthood. Knowing the relevant socialization factors during adolescence that lead to healthy financial behaviors helps us enhance young people's financial and overall well-being.

FRONTIERS AND RECENT DEVELOPMENTS IN SELF-DETERMINATION THEORY

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Abstract body. This symposium brings together researchers employing the Self-determination theory (SDT) perspective, to discuss current cutting-edge research. Four of the presenters are Russians or are affiliated with Dmitry Leontiev's International lab at the Higher School of Economics in Moscow, showcasing an emerging Russian presence within SDT. Sheldon will compare the motivation of artists and businesspeople, showing that businesspeople are more extrinsically motivated than artists, but expect to become more intrinsic in the long term. Gordeeva will present data integrating SDT and attributional perspectives, to understand academic achievement in a novel way. Lynch will discuss the results of his qualitative and cross-cultural analyses of key SDT concepts. Chirkov will present his critique of statistical positivism, arguing for a case-based approach instead and presenting relevant data based in SDT. Guay will show that extrinsic and intrinsic motivations differ in the degree of specificity versus globality with which they predict academic performance in children.

Press paragraph. Dr. Dmitry Leontiev's "International Lab of Positive Psychology of Personality and Motivation" has been funded by the Russian government for the last five years. An important lab topic concerns Self-determination theory (SDT), and the integration of SDT with existential psychological perspectives and traditional Russian psychological perspectives. Professor Kennon Sheldon of the University of Missouri in the U.S., Senior Research Advisor to Leontiev's lab, will present work comparing present-day and anticipated-future motivation, within both artists and businesspeople. Professor Tamara Gordeeva, at Moscow State University in Russia and also affiliated with Leontiev's lab, will present research

concerning the link between Autonomy and Attributional Style. Professor Martin Lynch of the University of Rochester in the U.S., a consultant to Leontiev's lab, will unveil new qualitative/cultural research which extends SDT beyond its typical quantitative roots. Professor Valery Chirkov of the University of Saskatchewan in Canada, formerly a professor at Yaroslavl University in Russia but retrained in the U.S., will critique key research methods used in SDT. Last but not least, Professor Frederic Guay of Laval University in Canada will discuss cutting-edge studies of academic motivation in schoolchildren, showing that intrinsic motivation is subject area-specific whereas external motivation cuts across subject areas.

General summary of the Symposium. There is no single theme which undergirds all five talks, except that all five are based in Self-determination theory. Thus the over-arching theme is "Frontiers and recent developments in Self-determination theory." Considering the extended background or theoretical framework of SDT: SDT is a macro-theory of human motivation which has been under development for almost 50 years. The theory has become increasingly popular and widely-applied; for example, the 7th International Conference in SDT will be held in Amsterdam in May 2019, and will be attended by more than 500 researchers. The theory is far-flung, consisting of six "mini-theories," each of which addresses a different aspect of healthy (i.e. self-determined) motivation. Historically, the theory began with the discovery of the "intrinsic motivation undermining effect," in which people lose their desire to engage in formerly enjoyable activities, after being rewarded or reinforced by external rewards, approval, or contingencies. This led to the "Cognitive evaluation" mini-theory. Later research concluded that motivations are not

simply either intrinsic or extrinsic; there are several gradations between. This led, in the 1980s and early 1990s, to the "Organismic integration" mini-theory. In the early to mid-90s, research turned to the key constructs underlying SDT, namely the most essential psychological needs underlying motivational processes. This led to the "Basic psychological needs" mini-

theory. These are the three mini-theories being addressed by the presenters in this symposium; the other three mini-theories (Goal contents theory, Causality orientations theory, and Relational motivation theory) are less central and will not be addressed. Presenters will discuss new challenges and discoveries concerning each of the three most important mini-theories of SDT.

BUSINESS-PEOPLE ARE MORE EXTRINSIC THAN ARTISTS, BUT NOT IN THE IMAGINED FUTURE

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Stereotypes suggest that business-people have more extrinsic motives and values than artists, since business-people focus on making money, whereas artists focus on self-expression. However, these stereotypes have never been appropriately tested; instead, most personality research has compared artists to scientists, considering emotional and cognitive differences rather than motivational differences. We used Self-determination theory (SDT) to compare the current career motivations of all three groups. As another innovation, we also assessed participants' motivations in the imagined future. Based on SDT's organismic-theoretical assumptions, we hypothesized that businesspeople expect to become more intrinsic in the future. We tested this 3-way interaction (vocational type x motivation type x time-frame) in three studies. Studies 1 and 2 used undergraduate samples, focused on students majoring in the three targeted vocational areas. Study 3 used an mTurk sample, of people working in one of the three specified areas. Participants completed on-line surveys containing measures of their specific career

motivations (ranging from extrinsic to intrinsic) and their global values (also ranging from extrinsic to intrinsic), both in the present and the future. In Study 1 business students, relative to art students, reported more external and less intrinsic motivations for their current majors, and aspired more to money, status, and appearance in the future. However there were significant three-way interactions such that the two groups were no different on intrinsic future aspirations. In Study 2 business students again had more external and less intrinsic career motivation. However, they were again no different in their intrinsic future aspirations, nor in their longer-term career motivations. Study 3 used a sample of mTurk workers and again replicated the basic pattern. Physical scientists and science students tended to have current and longer-term motivations lying midway between the art and business groups. Consistent with organismic perspectives, everyone aspires for a meaningful and enjoyable future; however, business types may put off these motivations in the present, whereas artistic types pursue them directly.

PURSUING SELF-CONCORDANT GOALS BREEDS OPTIMISM AND THUS WELL-BEING

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According to Sheldon (2002), self-concordant goals are goals which represent a people's enduring interests and self-defining values. People who pursue self-concordant goals evidence higher subjective well-being, as shown in participants from both Western and non-Western cultures (Sheldon, Elliott et al., 2004). In a different literature, attributional style research (M. Seligman, C. Peterson) has found that tendencies to provide optimistic explanations of positive events (stable, global, internal) and negative events (unstable, specific, external) also predict well-being (Cheng, Furnham, 2001, 2003; Hu et al., 2015). We hypothesized that people might make more optimistic attributions about goal-outcomes when the goals are self-concordant, and that this tendency would mediate the link between self-concordance and well-being. Study 1 participants were 253 undergraduates in a psychology class at the University of Missouri. They received extra credit in exchange for their participation. Participants listed three life goals related to their career plans, then rated the self-concordance of those three goals. A newly developed measure based on the Attributional Style Questionnaire (ASQ, Peterson

et al., 1982) assessed participants' levels of optimism regarding imagined successes and failures in the goals. Finally, participants' well-being was assessed. SEM analyses showed that self-concordance affected subjective well-being, as expected. More importantly, this relationship was mediated by optimistic (stable, global) attributions regarding imagined successful goal-completion and by optimistic (unstable, specific) attributions regarding imagined goal-failures. Overall, the model yielded a good fit to the data. In Study 2 we aimed to replicate the American sample results using a sample of Russian students (N=223). The same measures were used after appropriate translation and back-translation. Again, self-concordant goals affected subjective well-being, mediated by optimistic attributions regarding goals' successful completion and optimistic attributions regarding failures in goals. The model yielded a good fit to the data. The results suggest that when people choose life-goals that fit them in a deep way, they derive resources including the ability to interpret goal-results in an optimistic way. This helps to explain why pursuing such goals makes people happy.

AT THE INTERSECTION OF MOTIVATION AND EDUCATION: USING QUALITATIVE METHODS TO STUDY KEY ISSUES IN SDT RESEARCH

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Self-Determination Theory (SDT) has enjoyed widespread growth as a theory of motivation, personality, and development over the past 30 years. Much of that growth and recognition stems as much from the rigorous nature of the theory's empirical foundations as from the parsimony and elegance of the theory itself. Yet it is a fact that most of the theory's empirical support has been quantitative in nature, with little attention paid to the possible contributions of a qualitative approach. The present paper details two recent, qualitative studies of motivation within the realm of education that address current, critical issues in SDT. Study 1 explores the question, "Might there be different basic needs in other cultures?" while Study 2 asks, "What is the experience of autonomy like for members of another culture?" Study 1 asked 195 practicing educators in Tatarstan, as local experts (both culturally and professionally), what they considered to be the essential ingredients for children's healthy psychological development. The theme of relationships emerged as centrally important in the teacher-generated reports. In Study 2, 116 doctoral students, also in Tatarstan, described a situation in which they acted

autonomously at university, a situation in which they acted non-autonomously, and the ways in which those experiences differed from each other. Results indicated that when acting autonomously, students experienced more positive emotional, intellectual, volitional, and temporal dimensions than when acting non-autonomously. Both types of situation were characterized by fear and a sense of usefulness, but only non-autonomous situations were characterized by feelings of futility. One of SDT's most controversial claims has been the claim of universality (regarding basic needs, e.g.), and despite a growing body of cross-cultural, quantitative research providing support for the claim, questions remain. The two studies summarized here provide simple examples of how a qualitative design can push the boundaries of current understanding with respect to two central questions in that cross-cultural debate: might people in other cultures have different basic needs? What is the experience of autonomy like for people in another culture? Critiques and suggestions for further research are offered.

THE PARADIGM WAR CONTINUES: STATISTICAL POSITIVISM VERSUS CRITICAL SCIENTIFIC REALISM IN MOTIVATION RESEARCH

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Jade Anderson

University of Regina (Regina, Canada)

It is a strong conviction of the authors that science can only progress through researchers continued reflections on and critical analyses of their paradigms and practices. Following this conviction, the presentation will compare two paradigms – statistical positivism and critical scientific realism – to study the academic motivation of university students. The reported studies aimed to integrate two motivation theories – the achievement goal theory and self-determination theory – in explaining students' academic motivation. The purpose of the project was to compare conceptually and empirically the advantages and disadvantages of quantitative studies driven by statistical positivism and provide an alternative with a case-based investigation driven by critical scientific realism. For the statistical study, researchers conducted a path analysis on a sample of 385 participants. They used validated questionnaires to measure the constructs proposed by the motivation theories: performance and mastery goals, autonomy and competence needs satisfaction, intrinsic, autonomous, and controlled motivation

regulations, and three outcome measures: academic achievement, psychological well-being, and academic dedication. The realist study was based on theory-driven interviews of 12 purposefully selected participants. Their data were analyzed using within- and between-case analyses. The path model fitted the data well and supported some of the hypothesised associations. The interview study allowed researchers to build an alternative integrated model of academic motivation. These two models were compared based on the primary philosophical and methodological assumptions of the underlying paradigms. The presentation will conclude that the continued use of statistical positivism generates minimal new knowledge about the mechanisms of academic motivation. This paradigm should be replaced with the realist one and a case-based methodology that have a better chance to advance research and improve understanding of academic motivation. The presenters also admit that a further elaboration of the case-based methodology for motivation research is required.

AUTONOMOUS AND CONTROLLED MOTIVATIONS: DIFFERENTIATION BETWEEN SCHOOL SUBJECTS MATTERS TO PREDICT ACADEMIC ACHIEVEMENT

Fredric Guay

Julien Bureau

Laval University (Québec, Canada)

According to some motivational theories, such outcomes as achievement and performance are best predicted by motivational variables measured at the same level of generality. For example, a measure of motivation specific to math, and not a global measure of motivation at school, should be the best predictor of math achievement. Indeed, global measures do not consider the complexity and variation of self-perceptions, and this could impair the ability to understand and predict behavior. Various studies stemming from different motivational theories have applied these principles and have shown that a large portion of motivational variance is specific to school subjects. However, a survey of the field reveals a dearth in self-determination theory research testing the specificity principles and, consequently, limited knowledge of motivational dynamics. In this presentation, we uncover fundamental processes in the way each type of motivation (intrinsic, identified, introjected, external) toward various school subjects predicts outcomes in these subjects. Data were obtained from a study on adolescents' academic achievement and motivation. The

students were representative of those in grades 7, 8, and 9 attending the 423 French public high schools (Quebec, Canada). Participants were 1404 students (666 boys, 738 girls; Mage=13.74). Results from bi-factor ESEM examining differences in motivational quality within a subject (French, math, and English) showed that high general levels of motivation in math and English predicted achievement, and more so in the corresponding school subject. Intrinsic and identified motivations for a school subject were generally positively associated with achievement, but only in the corresponding school subject, whereas introjected and external regulations for most school subjects negatively predicted achievement in the corresponding school subject, but also in the other ones. The specificity of intrinsic and identified motivations and non-specificity of introjected and external motivations point toward various recommendations in school motivation research and practice. While assessment of autonomous motivations should be subject-specific, assessment of controlled motivations could be general with no loss of predictive power.

HEALTH PSYCHOLOGY, HEALTH FORMING AND WELL-BEING: RUSSIAN AND LATVIAN EXPERIENCE

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Abstract body. This symposium is devoted to topical issues related to the formation of health using methods of health psychology and the achievement of well-being. The specificity of this symposium is that it will present reports on both the theoretical positions of psychology with respect to changes in health, and on the real health of children and mothers. Finally, the curriculum for the master's program in health psychology in Latvia will be discussed.

Press paragraph. The symposium is aimed at discussing the most pressing topics of modern health psychology. All speakers are members of the European Society of Health Psychology, representing two countries: Russia and Latvia. All speakers have a PHD degree, and the debater has a doctoral degree. The reports will discuss theoretical approaches to improving the quality of children's health as well as improving adult well-being by reducing the level of anomie.

General summary of the Symposium. A deterioration of health, which leads to a decrease in the quality of well-being, is one of the acute problems that is solved by methods of health psychology. The specificity of health psychology, the theoretical foundations of which will be taken as the basis for this symposium, is a description of the conditions under which a person will actively change his or her own behavior towards a healthy lifestyle. This problem should be solved at several levels: the assessment of health status and the reasons for its deterioration, the methods

of influencing people of different ages to change of their behavior, and the building of university masters training programs for working with people. All levels will be covered by the reports of this symposium, which will create a needed holistic picture of practical actions to improve the quality of well-being. The first report will present the theoretical foundations of health psychology, aimed at finding the psychological reservations of a person for a transition to a healthy lifestyle. In this work were used 54 first graders and different psychological and psychophysiological methods were used. The authors showed that only 24% of first graders have a well formed Inner Health Picture, which strongly correlates to performance of executive functions. The second report will present data on the health of children in the first two years of life, as well as correlations between their health, the health of their mothers and their psychological characteristics. This sample consisted of 100 mother-child dyads and it showed that the less factors of perinatal pathology there are in the mother, the more positive the prognosis with regard to the child's health within the first two years of living is. The third report will show the influence of sensory flow perception on the formation to well-being. The study involved 240 participants and showed that the perception of sensory flow and the level of inhibitory processes, as a psycho-physiological mechanism, influence the inner position of a person. The nature of this influence is largely

determined by the degree of constructiveness of the chosen behavior pattern in the field of health formation. Forth report will be related to the analysis of the phenomenon of anomie and human well-being. In a sample consisting of 1,009 respondents aged 18 to 92 years using the European Quality of Life Survey, selecting from 258 questions given to Latvia the ones that refer to anomie (13 questions), subjective well-being (2 questions) and engaging in volunteering (6 questions). Authors showed that social participation is related with subjective well-being; social participation (volunteering) was negatively related to such dimensions of anomie as social isolation and meaninglessness, but not related to social distrust. Finally, the last report will be devoted to the application of research methods

in teaching students of Riga Medical University under the Health Psychology program. A qualitative design study was conducted, including eight academic staff members using the open-ended questionnaire. Results indicated that academic staff involved in non-methodology courses included elements from three out of six facets of research: "find and generate", "analyse and synthesise" and "communicate and apply" in their curriculum; however, only methodology courses included all six facets of research. Discussant: Elena Nikolaeva, PHD, Dr Sci, professor of the department of child development and family pedagogic of Herzen State Pedagogical University, Saint-Petersburg, Russian Federation, klemtina@yandex.ru

THE ROLE OF HEALTH PSYCHOLOGY IN CHILD HEALTH

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There is a large amount of research confirming that we need to begin taking care of our health from the earliest stages of ontogenesis. Moreover, in order for this care to be effective, we must examine the factors that affect children's health. Psychological factors have a serious weight on it. In this article, we will discuss the internal health picture (how children self-perceive their health) – one of the most important psychological factors for children's health and well-being. This is precisely the reason for the attention given in the article to how children self-perceive their health when they are starting school. The study involved 54 children (24 boys and 30 girls) aged of 7.9 ± 0.3 years in health groups 1 and 2. To reach our aim we had selected a set of techniques that allowed us to determine the level of their IHP formation and identify the features of the components included in their IHP structure (Nikolaeva, 2014 (modified)), self-attitude and differentiation of their imagined "Physical self" (Semenovich, 2002), as well as how they form their emotional attitude to health and illness (Vasilieva, Filatov,

2006). We also diagnosed inhibitory control with ReBos (Vergunov, Nikolaeva, 2014) and working memory with an interference test (Razumnikova, 2016). The dominant level of IHP in children was low formation (43%). Children with a low level of IHP have a higher differentiated perception of their body than children of high and medium level. An inverse relationship has been established between the level of development of the IHP and intensity of somatic experiences. In children with higher rates of IHP we found a presence of greater inhibitory control and larger working memory which was compared to a group of children with other levels of IHP. Thus, in the course of this proposed study, it was shown that only 24% of first graders have a well formed IHP, which is strongly correlated to performance of executive functions. This indicates that there is a need to work with children of this age towards the formation and maintenance of health. The study was financed by the Russian Foundation for Fundamental Research, project # 18-013-00323 a and 17-06-00166-a.

THE INFLUENCE OF THE MOTHER'S HEALTH ON CHILDREN'S HEALTH IN THE FIRST YEARS OF LIFE

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The impact on the mother's health and her child during pregnancy in the first two years of life is extremely important for understanding how the system of child's health is maintained. We have evaluated the state of health of the mother and the child at birth, and the probability of the cancellation of diagnosis in the child at the end of the second year of life. The sample consisted of 100 mother-child dyads. The complex assessment of the children's health status was based on the individual medical records. The mothers filled the questionnaire which evaluate the mother's relation to her child during the first two years of life (Vereshagina, Nikolaeva, 2009) and the questionnaire aimed at assessing the emotional intelligence level (Liusin, 2006). There is a positive connection between the number of the diagnoses in the one- and the two-year-old children during their stay in the maternity ward and perinatal pathology factors of the mother

($r=0.336$, $p\leq 0.001$ for the first-year-old children; $r=0.226$, $p\leq 0.05$ for the second-year-old children). But by the end of the second year of life, 60% of the children's diagnoses were cancelled. The most widespread diagnosis of the child at birth is perinatal encephalopathy and syndrome of motor disorders.

Only 8% of the one-year-old children's mothers and 14% of the two-year-old children's mothers are almost healthy. It is shown that the less factors of perinatal pathology there are in the mother, the more positive the prognosis with regard to the child's health within the first two years of living will be. Positive prognosis with regard to the one-year-old child's health depends upon the acceptance of the child by the mother: the higher the value on the scale of acceptance-nonacceptance is, the better the child's health is ($F=6.829$, $p<0.003$). Work is supported by RFFI by grant number 18-413-480007.

THE INFLUENCE OF SENSORY FLOW PERCEPTION ON THE FORMATION TO WELL-BEING

Oksana Elnikova

Vera Merenkova

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The sensorimotor integration and inhibitory control are important characteristics of the mental processes and provide all the functions associated with behavioral changes towards a healthy lifestyle. There is still no understanding of how these processes develop in ontogeny with different internal pictures of health and disease. The need for a study of the formation of non-constructive behavioral model in which people lose their health or aggravate their diseases, becomes obvious. One of the reasons is a certain psycho-physiological state the goal of our research is to describe the role of sensorimotor integration and inhibitory processes in the formation of health in people at different stages of ontogenesis. The study involved 240 subjects (aged 7 to 22). The IPH of children was evaluated by a questionnaire (Nikolaeva, 2014). To identify the degree of adaptation to the disease and the model of behavior in a situation of loss of health the TOBOL method was used (Wasserman et al., 2005). The parameters of sensorimotor reactions were evaluated using the method ReBos (Vergunov, Nikolaeva, 2014). Analysis showed the

prevalence of unformed IPH in these subjects. Respondents with a formed IPH from the beginning of the execution of sensorimotor reactions made fewer gaps. The formation of the IHP was accompanied by increased control over the implementation of reactions, which was found by reducing the number of omissions. The IDP of the subjects characterized by a high level adaptation to disease, complicates the perception of sensory flow and the average reaction time and number of errors increases. IHP is an internal mental model, which not only predetermines a person's image of himself as a healthy person, but also has a psychophysiological basis in forming of a system for strengthening control on one's own actions. The perception of sensory flow and the level of inhibitory processes, as a psycho-physiological mechanism, influence the inner position of a person. But the nature of the influence is largely determined by the degree of constructiveness of the chosen behavior pattern in the field of health formation. Work is supported by RFFI by grant number 18-413-480007.

TOWARDS PRACTICE-BASED LEARNING ENVIRONMENT IN HEALTH PSYCHOLOGY EDUCATION

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For the past decade schools and universities in Western Europe has started to introduce practice-based approach to education. This approach has been used also in psychology studies, especially at graduate level, thus, bridging the gap between theory and practice. Practice-based research asks for the nurturing environment that can be provided by a knowledgeable teacher and use of practice-based teaching methods that ensure not only development of professional skills, but also encourage sharing of knowledge, self-reflection and practicing communication skills. Even though it has traditionally been considered that research skills can be developed in methodology courses, aforementioned facilities that are essential for practice-based research are often taught and practiced in classes focusing on practical skills. The presented study aims to investigate types of tasks used in methodological and non-methodological classes for research skill development in health psychology studies in Rīga Stradiņš University. Nine academic staff members from Rīga Stradiņš University involved in teaching methodology and non-methodology classes in psychology branch (Mwork experience

= 7.47 years) filled in an open-ended questionnaire related to the teaching methods used in their classes, asking to identify exact methods and tasks used for the development of students' research skills. All data were analysed using qualitative content analysis method. Results from qualitative content analysis data were categorized and three main dimensions of tasks were identified: tasks focused on development of professional skills in supervised praxis (e.g. presenting cases from study praxis), tasks focused on development of professional skills in classes (e.g. simulations), and tasks oriented on research and dissemination skill development (e.g. literature analysis, presenting theoretical concepts). Our study indicated that tasks used in classroom settings aiming to develop research skills, also included methods needed to develop skills and competencies essential in practice-based research, while also maintaining some of the more traditional methods, such as literature analysis. However, to gain better understanding of practice-based research development in classrooms, further study investigating students' views would be beneficial.

RELATIONS BETWEEN SOCIAL PARTICIPATION, ANOMIE AND SUBJECTIVE WELL-BEING

Kristine Martinsone

Riga Stradiņš University (Riga, Latvia)

The purpose of this research is to explore the relations between social participation, anomie and subjective well-being. Anomie is an individual psychological state in which a person experiences perceived normlessness (a perceived breakdown of the social order in which norms no longer regulate social conduct), social isolation (a loss of a sense of community) and meaninglessness (an absence or ambiguity of terminal goals, or the meaning of life, which can serve as prescriptions for behavior). These dimensions of anomie can relate with components of subjective well-being (overall satisfaction with life, general sense of happiness). Social participation (focus on the person's involvement in activities which provide interactions with others in society or the community) is a factor which is related to dimensions of anomie and subjective well-being. In this study, the characteristics of social participation were focused on the volunteering concept, which is an unpaid free will action that manifests itself as a benefit to other people,

nature, or animals. In the study, there was used the European Quality of Life Survey (2011-2012), selecting from 258 questions given to Latvia the ones that refer to anomie (13 questions), subjective well-being (2 questions) and engaging in volunteering (6 questions). Latvian sample consisted of 1,009 respondents aged 18 to 92 years ($M = 52.04$; $SD = 19$), from which 65% were women ($n = 657$) and 35% men ($n = 352$). Firstly, it was found that social participation is related with subjective well-being ($r = .18$; $r = .20$; $p < .001$). Secondly, it was found that social participation (volunteering) was negatively related to such dimensions of anomie as social isolation ($r = -.15$; $p < .001$) and meaninglessness ($r = -.18$; $p < .001$), but not related to social distrust. While doing voluntary work and helping others, a person develops a sense of belonging and awareness of new important goals. Thus social participation decreases anomie and positively affects subjective well-being. It should be further explored, how to ensure social inclusion opportunities for people more effectively.

EMOTIONAL REGULATION AND MANAGEMENT OF EMOTIONS IN MODERN SOCIETY

Svetlana Gurieva

Olga Tararukhina

Saint Petersburg State University (Saint Petersburg, Russia)

Kawabata Takeyasu

Ikeda Kazuhiro

Shokei Gakuin University (Tokio, Japan)

Kõiv Kristi

University of Tartu (Tallin, Estonia)

Abstract body. Emotions provide timely behavioral responses associated with decision making in personally significant situations and promote interpersonal communication. Emotional regulation contributes to changing the process of the emergence and flow of emotions, including such aspects of emotional regulation as: regulation in significant situations, the involvement of motivation in regulation, the explicit and implicit nature of the goal of regulation of emotions. Managing the emotional state in modern society involves solving the problem on several levels: intrapersonal, interpersonal, intergroup, intercorporate, intercultural; different approaches: "top down", "bottom top", "integration of two directions"; different scientific fields: cognitive, conative, affective; and affecting the conflicting behavioral consequences of managing emotions, both for the individual and for society as a whole. The intrapersonal level – negative emotions, emotional states will be considered by L.V. Kulikov; interpersonal / intergroup level – Professors Takeyasu KAWABATA, Kazuhiro IKEDA, Tomoko OKUDA; internal corporate level – O.V. Tararukhina; intercultural / international – S.D. Gurieva, Kristi Kõiv.

Press paragraph. In our symposium "Emotional regulation and management of emotions in modern society" it is planned to hear presentations by leading foreign (Japan, Estonia, USA / Russia) and domestic experts dealing with anger management, negative emotions, the formation of negative attitudes, followed by neutralization, emotional the level within the organization, the formation of emotional and

evaluative attitudes towards foreigners and many other aspects. It is assumed that the logic of the speakers will be implemented at different levels, directions, but in the following sequence. L.V. Kulikov, in his speech, will present the results of a study of coping with negative feelings using corpus linguistic techniques. Professors Takeyasu KAWABATA, Tomoko OKUDA, Kazuhiro IKEDA will be introduced to the author's method of studying negative emotions, causal interpretation of situations of frustration, internal and external levels of control. O.V. Tararukhina will consider the process of formation and manifestation of emotionally-colored relationships at the intraorganizational level (cross-cultural differences), introducing into the scientific circulation the term "interpersonal professional relations". Professor S.D. Guriev, relying on the results of many years of research, will present the results of the author's methodology on the influence of attributive phenomena on the process of forming the emotional-evaluative system of relations (at interethnic / inter-ethnic levels). Prof. Kristi Kõiv having a wealth of practical experience in conducting international research, will show the process of forming negative attitudes towards foreigners and techniques to neutralize negative emotional attitudes.

General summary of the Symposium. Regulation of emotional behavior, emotional control, from the way of active suppression of negative emotions (anger, anxiety, etc.) to the way of their transformation (transformation) is an urgent and complex problem. The reasons for the need to study this problem are associated with the

transformation of modern society, competitive relations that become the dominant social life (A.L. Zhuravlev, E.A. Zhuravleva, 2002). The main goal is to study the relationship of emotional regulation and control of emotions with the peculiarities of a person's social behavior in various situations. The priority task is to prevent and prevent the manifestation of various forms of aggressive behavior (violence, anger, anxiety, aggression, hatred, etc.). As a result of the discussion of the plenary reports, answers will be received to the most complex and controversial questions: what are the ways of responding to complex situations of human interaction in society; how in sociocultural ideas there is an understanding of what is accepted and what is forbidden in the expression of emotions; directly related to the manifestation of negative emotions in relation to themselves, close people, others, foreigners; as well as socially acceptable and expected forms of their manifestation, prediction of situations that provoke them. In the framework of the Russian-Japanese partnership between St. Petersburg State University and Hokkai Gakuin University (Japan), Takeyasu KAWABATA and Tomoko OKUDA will present the results of studying the aggressive behavior of modern youth (Russian and Japanese) in order to identify the socio-psychological predictors of aggressive

behavior and depression factors. The focus is on the influence of sociocultural and psychological factors that influence the process of emotional regulation and behavior of modern youth. L.V. Kulikov in his speech will present the results of the study, the purpose of which is to identify semantic fields in descriptions of coping with negative feelings using corpus linguistics methods. The obtained data allow us to reveal a number of characteristics of the concept of coping in the language picture of the world. S.D. Gurieva will show the mechanism of formation and manifestation of emotional and evaluative judgments, attitudes, stereotypes in the system of attitudes towards oneself, to a representative of one's group, and to other social and cultural groups. O.V. Tararukhina considers interpersonal professional relationships, accompanied, on the one hand, by the need to manage and control emotions in work situations, on the other hand, problems of emotional exhaustion, depression, loneliness. Kristi Kõiv will answer the questions of modern society – why and how negative attitudes are formed in relation to the category of "other", "alien" and ways to neutralize negative attitudes towards foreigners. It is supposed to share professional knowledge, experience and a positive attitude for effective cooperation.

PSYCHOLOGICAL INDICATORS OF SOCIAL DIFFERENTIATION IN ETHNIC RELATIONS

Svetlana Gurieva

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The purpose of this article is to solve some problems of psychological indicators of social differentiation in ethnic relations and interactions. We have presented the importance understanding the ethnic attitudes, which consist of beliefs, sights, opinion of people concerning history and modern life of their ethnic generality and interrelations with other people in a sample of three ethnic groups. Methods: Data was collected among representatives in two cities of the Russian Federation: in Vladikavkaz and St.-Petersburg. Total 1140 participants estimated on mark scale degree of emotional appeal of statements, belonging to known/unknown poets. In the first -without installation, literary fragments for the estimation which authorship is not known are given. In the second – with installation, which was offered through the certain period of time,

the above-stated references were offered for estimation, but with instructions of their author's accessory installation on a national identity of each of the offered literary fragments. MANOVA was used to test and effect of adjust, of an ethnic accessory or of a residence to estimate statements. two-factorial dispersive analysis shows without installation of significant distinctions it has not been revealed in statements estimations. However, the ethnic accessory and installation (without/installation) have shown that influence of ethnic installation significantly $p < .001$. It is possible to tell that influence of adjusting effect has appeared more strongly, than an ethnic accessory or a residence. The results show that the ethnic attitude is rather than a residence can be caused of social differentiation in modern society.

EMOTION REGULATION AND WELL-BEING

Kawabata Takeyasu

Ikeda Kazuhiro

Okuda Tomoko

Takeyasu Kawabata

Shokei Gakuin University (Tokio, Japan)

Emotion regulation is to control, modify, and manage emotional experiences and the expression of emotions. It is a key factor to regulate emotion for better life. That is, whereas emotion regulation promotes positive aspects of human living: interpersonal functioning, intimacy in close relationship, and personal well-being, it

also causes psychiatric problems. This symposium focuses on the relationship between emotion regulation and psychological well-being in various angles such as retelling effect on negative experiences, emotion control in cognitive behavioral therapy, and self-injurious behavior and anger.

THREE BALTIC COUNTRIES AND RUSSIAN UNIVERSITY STUDENTS' ATTITUDES TOWARD FOREIGNERS.

Kristi Kõiv

Tartu University (Tallin, Estonia)

The present study examines similarities and differences between Estonian (N=118), Latvian (N=101) and Lithuanian (N=101) university students' attitudes towards foreigners. Open-end questionnaire data results using quantitative content analyze from a sample of 320 students revealed that that students' conceptual definitions of foreigners differ from the common elements of definitions of foreigners. Three Baltic countries university students were generally open and tolerant toward foreigners in the area of individual differences evoked from cultural enrichment, but their attitudes show some

variation depending on the nationality of respondents. Students in three Baltic countries were agree, that foreigners have influenced them more positive than negative way, but the reasons of influence was different: Lithuanians empathize more sympathy and helping behaviour and Estonian more enlargement of knowledge's with increase of tolerance. Acceptance or un-acceptance of foreigners depends on the level – foreigners were more accepted in personal level and un-accepted in cultural level (violence, discrimination, religious extremism).

WORKPLACE RELATIONSHIPS DRIVE EMPLOYEE WELLBEING

Olga Tararukhina

Saint Petersburg State University (Saint-Petesburg, Russia)

Workplaces are often thought of as full of stress and politics, anywhere in the world. Recently, the impact of these factors on employee wellbeing is increased by more recent advancements in job automation and digitization, coupled with mobility and increased connectivity demands lead to individuals' disconnection from their established long-term relationships. Better interpersonal relationships at work can help overcome these impacts. Conditions for that are available to any human being: meet each relationship partner's needs at each time in the

relationship. To further specify this approach, a cross-cultural study of employee satisfaction in workplace relationships with their immediate leaders, peers, and others in their organization as well as preferred kinds of relationships and needs at each stage of relationships, revealed cultural specificity in Russia and USA. Study demonstrates that congruent with the societal cultures, workplace relationships help increase wellbeing of employees in each of the two countries.

LEXICO-SEMANTIC ANALYSIS OF COPING

Leonid Kulikov

Saint Petersburg State University (Saint-Petersburg, Russia)

The aim of the study was to identify semantic fields in descriptions of coping with negative feelings using corpus linguistic methods. The obtained data allow us to reveal a number of characteristics of the concept of coping in the language picture of the world. The language picture of the world serves as a basis for understanding the environment as a factor determining the state of the subject. The linguistic picture of a person is the basis for the subject to understand his feelings, emotions, moods. The data for the lexical-semantic analysis

were obtained using the Russian National Corpus. Each search query included a verb to cope, its synonyms to cope – to overcome, to withstand, to endure, to overpower, to master and one of 26 senses (their list was determined by previous studies). The first ten with the highest frequency (indicated in parentheses) occurrences included: fear (165), tension (68), longing (40), fatigue (30), boredom (29), anxiety (10), disappointment (7), gloom (7), sadness (6), confusion (4). A comparison of the lexical-semantic fields of negative feelings was made.

ATTACHMENT BASED EARLY INTERVENTION FOR YOUNG CHILDREN WITH INSTITUTIONAL EXPERIENCE FOLLOWING SUBSTITUTE FAMILY CARE

Rifkat Muhamedrahimov

Daria Chernego

Saint-Petersburg State University (Saint-Petersburg, Russia)

Mary Dozier

University of Delaware (Newark, USA)

Liliya Aslamazova

Adyghe State University (Maikop, Russia)

Abstract body. Institutional care has multiple negative developmental outcomes, and young children who have lived in baby homes in Russian Federation face challenges as they move into substitute family care. Five presentations at this symposium will describe 1) family and child characteristics associated with the substitute care breakdown experience; 2) Attachment and Biobehavioral Catch-up (ABC; Dozier, 2005), a 10-session home visiting evidence-based early intervention program, which was adapted to help substitute parents to interact with their post-institutionalized children sensitively; 3) effects of the ABC intervention program on parental sensitivity and children's attachment in St.Petersburg (RF) sample of substitute families; 4) executive functions in children with institutional experience; and 5) diurnal cortisol production among young children following orphanage. These outcomes will be discussed and embedded in the larger literature regarding the effects of intervention program on biobehavioral development of young children with early adverse experience.

Press paragraph. The topic of this symposium is the effects of the Attachment and Biobehavioral Catch-up (ABC; Dozier, 2005), a 10-session home visiting early intervention program with evidence of efficacy at the behavioral and biological level, which was adapted to help parents in St.Petersburg (RF) substitute families interact with their young post-institutionalized children sensitively. Speakers (presenting authors in parentheses) from the joint St.Petersburg (RF) – University of Delaware (USA) study team

will present five interconnected themes concerning 1) family and child characteristics associated with the substitute care breakdown experience (Liliya Aslamazova, Associate Professor, Adyghe State University); 2) ABC intervention program and its effectiveness (Mary Dozier, Professor of Psychological and Brain Sciences, University of Delaware, USA); 3) effects of the ABC intervention on parental sensitivity and children's attachment in St.Petersburg (RF) sample of substitute families (Karina Tumanyan, Graduate student, St.Petersburg State University); 4) executive functions in children with institutional experience (Iuliia Korshina, Graduate student, St.Petersburg State University); and 5) diurnal cortisol production among young children following orphanage care (Daria Chernego, Researcher, St.Petersburg State University). Each speaker will discuss the study results and embed them in the larger literature regarding the effects of intervention program on biobehavioral development of young children with early adverse experience.

General summary of the Symposium. Research data on developmental outcomes in postinstitutionalized children demonstrate that institutional settings, usually characterized by inadequate caregiving environment are associated with dramatic delays in physical, cognitive, and socio-emotional development (Nelson et al., 2007; Rutter et al., 2010; IJzendoorn et al., 2011; The St.Petersburg-USA Orphanage Research Team, 2008; McCall et al., 2016). For the last decade, significant changes associated with the reduction in the number of

institutions for infants and young children and the transfer of most of these children to substitute families occurred in the Russian Federation child welfare system. At the same time there is lack of evidence-based intervention programs for accompanying substitute families, and the percentage of children that were returned to institutions is substantial. Attachment and Biobehavioral Catch-up (ABC; Dozier, 2005), a 10-session home visiting early intervention program with evidence of efficacy at both the behavioral and biological level was adapted to help foster parents in St.Petersburg (RF) interact with their young post-institutionalized children sensitively. The intervention was expected to enhance substitute mothers' behavioral and young children's behavioral and biological outcomes.

Presentations at this symposium will describe the early outcomes from a joint St.Petersburg (RF) – Delaware (USA) study assessing parental sensitivity in St.Petersburg sample of substitute and biological families, as well as attachment, executive functioning and diurnal cortisol production in young children in substitute families who participate in ABC intervention relative to children living in substitute families who did not participate in ABC program, children in institutions, and children in their biological families. These outcomes will be embedded in the larger literature regarding the effects of intervention program on biobehavioral development of young children with early adverse experience.

FAMILY AND CHILD CHARACTERISTICS ASSOCIATED WITH THE SUBSTITUTE CARE BREAKDOWN EXPERIENCE

Rifkat Muhamedrahimov

Saint-Petersburg State University (Saint-Petersburg, Russia)

Elena Vershinina

Russian Academy of Sciences (Moscow, Russia)

Liliya Aslamazova

Adyghe State University (Maikop, Russia)

The reverse side of the dynamically developing process of family placement of children in Russia is the problem of their secondary returns. Studies examining the experience of returning children from substitute families reveal its causes (Osipova, 2008; Palacios, 2012), the severity of the psychological consequences of returns (Kufiyak, 2012), as well as the positive effect of psychological support on family functioning (Allen, Vostanis, 2005; Dozier, 2005). This research is aimed at studying the features of children and socio-demographic characteristics of substitute families in connection with their refusal to continue the parenting of foster children. The study participants were substitute families raising a foster child (group 1 – 182 families), and refused to continue parenting (group 2 – 19 families) with the subsequent return of the child to the organization for orphans or transfer to another substitute family. The study was conducted using the methods of

“Standardized interview for parents”, “List of traumatic experiences of the child” (Osion, 2006). Analysis of obtained data was carried out using Fisher's test, Mann-Whitney test, binary logistic regression with calculation of odds ratio (OR) and its 95% confidence limits. Findings. Results show that the strongest contribution to substitute family breakdown is made by degree of child's traumatic experience ($\chi^2(7, N=201)=84.67, p<0.001; OR=2.73, \beta=1.0, SE=0.37, p=0.007$) and minimum participation of the family in the intervention program ($\chi^2(2, N=201)=41.04, p<0.001; OR=1.78, \beta=0.59, SE=0.19, p=0.002$). Obtained data expands ideas about the functioning of substitute families who have taken children with significant traumatic experience, and indicate the need to improve quality of psychological and social support to substitute families as an important factor in prevention of secondary returns.

ATTACHMENT AND BIOBEHAVIORAL CATCH-UP EARLY INTERVENTION PROGRAM FOR CHILDREN AND PARENTS IN FOSTER FAMILIES

Rifkat Muhamedrahimov

Varvara Anikina

Maria Solodunova

Saint-Petersburg State University (Saint-Petersburg, Russia)

Mary Dozier

University of Delaware (Newark, USA)

During 2012-2018 the number of young children in institutions in the Russian Federation has decreased, and the number of substitute families (foster, adoptive) has increased. This was possible due to a number of State Acts aimed at providing each child with a family. Often children living in institutions have delays in physical, cognitive, social, emotional development and behavior problems. This might be one of the reasons for the increased number of called "secondary refusals" when the child goes back to an institution or another foster family. So, programs for supporting substitute families are very needed. One of the programs proven its effectiveness is Attachment and Biobehavioral Catch-up (ABC) Early Intervention Program, developed by the group of researchers of M.Dozier (University of Delaware, USA). This approach is based on the attachment theory and consists of ten 1hour long home visits once a week. The main targets are nurturing the child, following the child's lead, and avoiding frightening behavior toward the child. Each of 10 visits has its own target, and the separate

attention is paid to the parent-child interaction. For improving interaction, the parent coach makes so called in-the-moment comments, approximately 60 comments during 1hour visit. The group of M.Dozier has done a number of studies aimed at ABC approach evaluation, and the results showed the improved both behavior and neurohumoral characteristics in children; moreover the long-term effect of ABC program was shown. We see that ABC program can be used for supporting Russian substitute families taking young children for several reasons, i.e. for facilitating the adaptation process for both family and the child; for forming more secure attachment relationships; for improving parenting and thus influencing positively child and parent mental health, – all of it aimed at family support and prevention of social and emotional problems in the long run. In order to do that the group of researchers of Saint-Petersburg State University and University of Delaware have started the pilot study of the effectiveness of ABC program for St. Petersburg (RF) substitute families with the aim of its future implementation in Russia.

EFFECTS OF THE ABC INTERVENTION PROGRAM ON PARENTAL SENSITIVITY AND CHILDREN'S ATTACHMENT IN ST.PETERSBURG (RF) SAMPLE OF SUBSTITUTE FAMILIES

Karina Tumanian

Saint-Petersburg State University (Saint-Petersburg, Russia)

Mary Dozier

University of Delaware (Newark, USA)

Young children who have lived in institutions in Russian Federation are at risk for a range of negative developmental outcomes as a result of abuse, neglect and institutional experience. Nevertheless, there is a lack of evidence-based intervention programs for these children as they move into substitute (adoptive and foster care) families. Attachment and Biobehavioral Catch-up (ABC) is a short-term research-based intervention program created by Mary Dozier from University of Delaware, USA for vulnerable children and their parents. The ABC intervention program consists of 10 manualized sessions provided by a coach in the families' homes, and aims to enhance sensitive parental behavior, to help parents following the child's lead, and to enhance children's attachment security and self-regulation. The current study examined the effectiveness of the ABC Intervention program on parental sensitivity and children's attachment in the sample of Saint-Petersburg (RF) substitute families for children with early institutional experience.

Parental sensitivity during the semi-structured mother-child play interaction was coded using

scales adapted from the NICHD Observational Record of the Caregiving Environment (ORCE; NICHD ECCRN, 1996). The attachment quality was assessed using the Strange Situation Procedure (Ainsworth et al., 1978). Participants of the research included 30 parent-child dyads divided in two groups: substitute families received either the ABC Intervention (n=16) or available for substitute families in Saint-Petersburg intervention (n=14), which consists of one-time consultation with psychologist focusing on child development. This presentation at the symposium will describe the early outcomes on the effects of the ABC intervention program on parental sensitivity and children's attachment in comparison with the effects of the usually available one-time consultation intervention program. The study outcomes will be embedded in the larger literature regarding the effects of intervention program on parental sensitivity and children's attachment security. We expect that the results of Saint-Petersburg study will be used to improve the developing in Russian Federation system of multidisciplinary support for substitute families.

EXECUTIVE FUNCTIONS IN CHILDREN WITH INSTITUTIONAL EXPERIENCE

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Marina Vasilyeva

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Elena Vershinina

Russian Academy of Sciences (Moscow, Russia)

Mary Dozier

University of Delaware (Newark, USA)

Rearing in institutional care is inevitably manifested in dramatically poor developmental outcomes, including severe deficits in executive functions (EF). It is well documented that EF impairments are prevalent in children with institutional experience as in the baby home conditions, and in the substitute family. To eliminate negative effects of early life adversity special intervention programs are needed. Those programs should be provided considering the context of relationships between a child and his primary caregiver as quality of early relationships is essential for EF's skills development. To date, the most effective program for children with institutional experience is ABC (Attachment and Biobehavioral Catch-up (Dozier, 2005)). ABC is an evidence-based early intervention program for young children with maltreatment experience living in foster families in the USA, which focuses on the development of secure attachment and self-regulation capacities in children. The objective of the present study was to examine the EF development in young children with institutional experience and to evaluate the effect of ABC program on EF skills in children living in substitute families in Russian Federation.

Methods. Subjects were 4 groups of children (22–48 months) from: baby homes ($n = 20$), substitute families before ($n = 9$) and after ($n = 9$) participation in ABC program and biological families ($n = 12$). Two EF tasks were administered: snack delay and gift task (gift wrapped and gift delay).

MANCOVA, ANCOVA were used in data analysis. Results revealed children reared in baby homes and substitute families (before participation in ABC program) demonstrated significant deficits in EF skills when compared to their peers from biological families. Children living in substitute families showed significant improvements in EF performance after participating in the early intervention program in comparison with results before the ABC program. Results emphasize specific high-order cognitive processes may be dramatically impaired by early life adversity. Significant EF deficits remain evident even after the child's placement to family care. An evidence-based early intervention program (ABC) is needed to ameliorate EF problems and to initiate a cascade of beneficial events for children and their parents in the Russian Federation.

DIURNAL CORTISOL PRODUCTION AMONG YOUNG CHILDREN FOLLOWING ORPHANAGE CARE

Daria Chernego

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Kristin Bernard

Stony Brook University (Stony Brook, NY, USA)

Christiana Martin

Mary Dozier

University of Delaware (Newark, USA)

Young children living in institutional settings often show a range of deficits in social, physical, and cognitive functioning. Whereas the diurnal production of cortisol has been examined among post-institutionalized children in a number of investigations, studies of children continuing to live in institutions are limited. In this study, we examined differences in diurnal cortisol production between institutionally-reared and family-reared children in the Russian Federation at two time-points. Children were recruited from institutions (Baby Homes) with improvement of some conditions (i.e., reduced caregiver/child ratio and training in responsiveness for caregivers). We assessed wake-up and bedtime cortisol among 73 children living in Russia, with 52 institutionally-reared (n = 31 at time 2), and 21

family-reared (n = 18 at time 2). The time from initial assessment to follow-up averaged 3.5 and 4.2 months for institutionally-reared and family-reared groups, respectively. Caregivers collected saliva samples from children twice daily (within 30 minutes of waking and immediately before bedtime) during a 3-day period. Samples were assayed using a high sensitivity salivary cortisol enzyme immunoassay kit (Salimetrics, LLC). Institutionally-reared children showed a blunter wake-up to bedtime slope than family-reared children at both time 1 and time 2, with significantly higher cortisol levels at bedtime. These findings highlight the deleterious effects of institutional care on children's developing neuroendocrine regulation.

THE HEXACO MODEL OF PERSONALITY: EUROPEAN STUDIES

Marina Egorova

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. The HEXACO personality model, which was developed in the context of lexical studies, was derived empirically in the late 1990s and includes six broad domain scales whose acronym is the basis for the name of the model: Honesty–Humility (H), Emotionality (E), eXtraversion (X), Agreeableness vs. Anger (A), Conscientiousness (C), and Openness to Experience (O). The model has been reproduced through studies in various countries and various languages, and is a revision of the five-factor personality model. Over the two decades comparable diagnostic questionnaires have been developed in different countries. The model has been used actively in both fundamental and applied studies, and it has been valuable in the analysis of a wide range of problems, from assessing academic achievement and management effectiveness to evaluating problem behavior and socially undesirable personality traits. This symposium focuses on the results of empirical research into the HEXACO model of personality structure.

Press paragraph. Symposium organizers: Reinout E. de Vries (Vrije Universiteit Amsterdam / University of Twente) and Marina Egorova (Lomonosov Moscow State University) HEXACO Personality, Three Nightmare Traits, and Organizational Attractiveness Reinout E. de Vries Vrije Universiteit Amsterdam, Amsterdam, The Netherlands Effects of HEXACO traits and level of provocation on attentional biases Bojana Dinić, Snežana Smederevac University of Novi Sad, Faculty of Philosophy, Department of Psychology, Novi Sad, Serbia HEXACO personality model: Relationships with obsessive-compulsive and depressive symptoms in a Spanish community sample. Amparo Belloch, Sandra Arnáez, Gemma García-Soriano, Belén Pascual-Vera, María Roncero Department of Personality Psychology, Faculty of Psychology, University of Valencia, Valencia, Spain Prosociality and helping behavior within the HEXACO model – two- study report Anja Wertag, Iva Šverko, Toni Babarović Institute

of Social Sciences Ivo Pilar, Zagreb, Croatia A large-scale meta-analytic investigation of the HEXACO Personality Inventory (-Revised) Ingo Zettler University of Copenhagen, Copenhagen, Denmark Isabel Thielmann, Benjamin E. Hilbig University of Koblenz-Landau, Landau, Germany Moshagen Morten Ulm University, Ulm, Germany The Structure of the Russian HEXACO Personality Inventory Marina Egorova, Oksana Parshikova, Olga Mitina Moscow State University, Moscow, Russia HEXACO and Negative Personality Traits Marina Egorova, Yulia Chertkova, Oksana Parshikova Moscow State University, Moscow, Russia

General summary of the Symposium. The subject matter of the symposium relates to three interconnected aspects of the analysis of the HEXACO model, which represent key directions in HEXACO research over two decades. First of all, in order to use the model in experimental research, it was necessary to develop adequate methods for diagnosing it. This was the first stage of HEXACO research in different countries (for example, Lee, Ashton, 2004; De Raad et al., 2014; Romero et al., 2015). Second, the appearance of a cross-language six-dimensional model of personality (HEXACO) proposed by M. Ashton and K. Lee inevitably had to result in a revision of assumptions regarding the relation between basic dimensions of personality and personality traits. It is no surprise that researchers were particularly interested in the Honesty-Humility factor-level trait, since the basic personality structure had not previously specified a factor related to moral aspects of behavior. Studies showed that the new personality structure that determined behavioral strategies was useful for understanding the role played in the overall personality structure by negative traits such as the Dark Triad (Lee, Ashton 2005; Book et al., 2015), the Dark Tetrad (Book et al., 2016), status-driven risk taking (Lee, Ashton, 2010), mate retention tactics (Holden et al., 2014), right-wing authoritarianism and social dominance

orientation (Lee et al., 2010; Leone et al., 2012), and bullying and aggression (Book et al., 2012; Farrell et al., 2017; Dinić, Smederevac, 2018). Third, the six-factor personality structure was

viewed as a new personality predictor for achievement (for example, Hilbig, Zettler, 2009; Zettler, Hilbig, 2010; De Vries, van Gelder, 2015).

HEXACO PERSONALITY, THREE NIGHTMARE TRAITS, AND ORGANIZATIONAL ATTRACTIVENESS

Reinout E. de Vries

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Organizations can suffer a great deal from employees who are low on Honesty-Humility, Conscientiousness, and Agreeableness, the so-called 'Three Nightmare Traits' (TNT). Preventing TNT employees to be attracted to the organization, may be a first line of defense in trying to prevent negative organizational outcomes in the long run. In this presentation, first of all I will focus on the background of the TNT using the HEXACO personality model, the situational affordances model, and the Situation-Trait-Outcome Activation (STOA) model. Second,

I will present findings from a within-subject multi-organizational scenario study (N = 200), in which the relation between TNT personality and organizational attractiveness is investigated in eight scenarios that vary in the extent to which an organization has characteristics that are theorized to be desirable—or not—to potential TNT employees. Findings are discussed and practical suggestions are offered to thwart the expression and effects of these traits during attraction, selection, socialization, production, promotion, and attrition.

EFFECTS OF HEXACO TRAITS AND LEVEL OF PROVOCATION ON ATTENTIONAL BIASES

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According to hypervigilance hypothesis, traits related to aggression should be related to higher biases towards aggressive stimuli, i.e. slower reaction time on these stimuli. However, according to (schema) inconsistency hypothesis, opposite pattern should be found and biases would be occur towards stimuli unrelated to activated aggressive schema, i.e. to neutral or ambiguous stimuli. These hypotheses could not be seen as opposite if situational factors were introduced. We assumed that in no-provocation conditions hypervigilance hypothesis should be confirmed, and in provocation conditions – inconsistency hypothesis. The aim of this research was to examine effects of HEXACO traits and level of provocation on attentional biases. The focus was on traits related to aggression, such are Honesty-Humility and Agreeableness in the forefront, as well as Emotionality and Conscientiousness. The HEXACO-100 was applied to the 226 students, which were randomly assigned in one of the four provocation conditions: high-, low-, and two types no-provocation conditions in order to address previous concerns regarding validation of no-provocation condition. For induction of

provocation Taylor Aggression Paradigm was applied. After exposure to this experimental manipulation, students participated in the emotional Stroop task in which successively three types of word were presented: neutral, agreeable, or aggressive. Results showed that low Honesty-Humility was related to biases towards aggressive stimuli, regardless of level of provocation. However, effect of Conscientiousness depended on the level of provocation. Lower levels of Conscientiousness were related to biases towards aggressive stimuli in no-provocation condition, but towards neutral stimuli in low-provocation condition. In high-provocation, there were biases towards all stimuli, i.e. reaction times were slower for all stimuli. Surprisingly, Agreeableness showed no significant effects. Results indicated that moral domains of personality were related to attentional biases towards aggressive content, but distinction between consistent personality trait effect (Honesty-Humility) and situational-dependent (Conscientiousness) could be made. Results highlight the role of Honesty-Humility in cognitive biases.

HEXACO PERSONALITY MODEL: RELATIONSHIPS WITH OBSESSIVE-COMPULSIVE AND DEPRESSIVE SYMPTOMS IN A SPANISH COMMUNITY SAMPLE

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Current psychiatric diagnostic criteria proposed by the WHO (i.e., ICD-11) has turned from one categorical to a dimensional approach to better understand personality disorders. However, the potential relevance of personality dimensions in explaining other mental disorders, as depression (DEP) and obsessive-compulsive disorder (OCD), has yielded inconclusive results. The aim of this study was to provide data about the relationships between the HEXACO personality dimensions with OCD and DEP symptoms. **Method.** A sample of 354 community individuals (64.3% women; $M=33.88$, $SD=14.09$ years) completed the HEXACO, the Beck Depression Inventory-II (BDI-II), and the Clark-Beck Obsessive-Compulsive Inventory (C-BOCI). From this sample, three groups were extracted: the DEP group included 21 individuals with subthreshold scores on the BDI-II ($BDI-II \geq 18$; 15 women; $M=35.25$, $SD=15.26$ years), the OCD group included 29 participants

vulnerable to the disorder ($C-BOCI \geq 25$; 16 women; $M=35.31$, $SD=15.60$ years), and the non-clinical group included 31 subjects (17 women; $M=37.74$, $SD=12.66$ years) with low scores in both the BDI-II and the C-BOCI. The three groups did not differ on socio-demographic variables (age, gender, studies, and socio-economic level). The Conscientiousness dimension explained out of 33% of BDI-II score in the DEP group, whereas low Extraversion and low Agreeableness explained out of 35% of C-BOCI score in the OCD group. The two at-risk to psychopathology participants differed from the non-clinical in all the personality dimensions, with the only exception of Honesty-Humility. The associations found between DEP and OCD symptoms with the HEXACO personality dimensions are highly consistent with the clinical presentation of the two disorders, which might be useful in clinical practice.

PROSOCIALITY AND HELPING BEHAVIOR WITHIN THE HEXACO MODEL – TWO-STUDY REPORT

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Institute of Social Sciences Ivo Pilar (Zagreb, Croatia)

The HEXACO model accommodates important constructs that are beyond the space of classical Five Factor and Big Five models, including different forms of prosociality and altruism. Namely, in the HEXACO model, general prosocial versus antagonistic orientation is located between Honesty-Humility, Agreeableness and Emotionality factors, and each of these traits is linked to different form of prosocial behavior, which covers a broad range of actions that are intended to benefit others rather than oneself (such as cooperating, sharing, giving, helping, and comforting others). Apart from investigating the direct relations between personality traits and specific forms of prosociality, it is interesting to do it also indirectly, for example, by assessing the relations of personality traits and career preferences. Therefore, the aim of this report is to investigate relations between HEXACO traits and prosociality as well as some preferences for social careers in two independent studies. The first study aimed at investigating relations between HEXACO traits and prosociality on 680 college students. The data was collected on-line,

using HEXACO-60 and Prosocial Personality Battery. Results of hierarchical analyses confirmed that Honesty-Humility, Agreeableness and Emotionality were most strongly related to prosociality as well as specific forms of it, reflecting theoretically meaningful relations. The second study explored the relations between HEXACO traits and social career preferences on a sample of 981 students at the end of their high school education. HEXACO-60, Personal Globe Inventory-Short and Values Scale-Short were administered on-line. It was observed that altruistic work values and interests in helping occupations can be best predicted by Emotionality and Honesty-Humility traits. On the other hand, values and interests that belong to more general social domain were best predicted by Emotionality and Extraversion. Taken together, the findings of this report provide additional insights in relations of HEXACO traits and prosociality, emphasizing the importance of HEXACO traits in explaining prosocial and helping behavior.

THE STRUCTURE OF THE RUSSIAN HEXACO PERSONALITY INVENTORY

Marina Egorova

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The six-factor HEXACO model of personality structure, developed as a result of lexical studies, represents a revision of the five-factor model and includes Honesty–Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. Ashton and Lee began efforts to develop a questionnaire that could be used to diagnose the personality traits described by the six-factor model back in 2000. Work was conducted concurrently in various countries and resulted in the formulation of comparable diagnostic methods. The HEXACO-PI-R inventory consists of 100 items and makes it possible to assess 6 factor-level traits and 25 facet-level traits. The structure of the 100-item Russian HEXACO-PI-R was the subject of the analysis. The study included two samples, one with 571 respondents (aged 16–84, 58.5% women) and another with 1,275 respondents (aged 16–79, 65.4% women). For part of the second sample, observer-reports were obtained in addition to self-reports. The results were correlated with the Big Five and the Dark Triad in order to assess convergent validity. Internal consistency reliability (alpha-Cronbach) for facet-

level traits obtained for the 6 factors in the two samples were in the .70–.85 range. Correlation between factor-level traits averaged .11. Average correlation in assessing convergent validity equaled .59. Exploratory factor analysis (EFA) of the 100 items of the inventory confirmed its six-factor structure. Facet-level analysis (EFA of the 16 items comprising each factor-level trait, principal component analysis, varimax and oblimin rotation) yielded simple structures that support the hypothesized structure of the six factors. Confirmatory factor analysis (CFA) of the structure of each of the 6 factors was used to check three models: the first presumed a single latent factor for all 16 items comprising a facet; the second presumed four latent factors and correlations between four facets of a factor-level trait; the third presumed four first-order latent factors and one second-order factor that determined all four first-order factors. The results correspond partly to the second and partly to the third model: i.e., they do not refute expectations about the structure of each of the six factors, but they demonstrate a certain violation of the orthogonality of the facets.

HEXACO AND NEGATIVE PERSONALITY TRAITS

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The interest in research into negative personality traits – which was always a part of research into individual differences – was never a defining one for the subject and methodology of the research. However, analysis of the studies conducted over the past two decades shows that the indifferent attitude to antisocial deviations of the personality sphere is becoming a thing of the past. This largely reflects changes in perceptions of the basic personality structure that have occurred thanks to lexical studies. These studies have demonstrated that the personality trait domain is better described with the six-factor HEXACO model of personality structure and have introduced a new Honesty–Humility factor to the basic model of personality structure. Honesty–Humility is clearly linked with socially desirable behavior. Individuals with high scores in Honesty–Humility abide by moral norms regardless of the probability of punishment for violating the norms, and they are not prone to seek attention in public and become the object of praise and compliments, even if deserved.

The opposite pole of the factor correlates with demonstrativeness, lack of discrimination in

means, and disregard for conventional norms and for the interests of others. Our study (>1,400 respondents, aged 16–79) analyzes the role of negative personality traits in the six-factor structure of factor-level traits. The analysis focused on the correlation of factor- and facet-level traits diagnosed using the 100-item Russian HEXACO-PI-R with basic values, the Dark Triad, Right-Wing Authoritarianism, Free Will and Determinism, Social Desirability, Ambiguity Tolerance–Intolerance, Sensation Seeking, Resilience and Life Satisfaction. The results of multivariate analysis show that negative personality traits have various correlations with all factor-level traits. At the same time, Honesty–Humility and Extraversion best explain the variation in negative personality traits related to violations of moral norms; Conscientiousness is most closely related to the variation in negative personality traits linked with rigidity; and Openness to Experience, low Conscientiousness, and low Emotionality are linked in particular with variation in negative personality traits related to disinhibition. The correlation between the links is mediated by Resilience and Life Satisfaction.

A LARGE-SCALE META-ANALYTIC INVESTIGATION OF THE HEXACO PERSONALITY INVENTORY (-REVISED)

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In the last decade, the HEXACO Model of Personality has been used increasingly in personality and applied research. The vast majority of corresponding empirical studies have relied on a version (most commonly, 60-item, 100-item, or 200-item version) of the HEXACO Personality Inventory-Revised or its very similar predecessor, the HEXACO Personality Inventory (both referred to as HEXACO-PI-R in the following). To date, however, meta-analytic information on the HEXACO-PI-R is sorely missing. In a large-scale meta-analytic investigation, we addressed this gap by investigating internal consistencies, intercorrelations, and self-observer agreement of the HEXACO factors, as well as links between the HEXACO factors and demographic variables. In our literature search, we included documents providing empirical results with regard to the HEXACO-PI-R up to October 2017. Across the analyses and HEXACO factors, the number of considered studies and the sample sizes differ, reaching $309 \leq k \leq 321$ and $243,066 \leq N \leq$

247,364 for the meta-analyses on the intercorrelations in self-ratings, for instance. Overall, we conducted several analyses, the most central ones of which will be presented. Across the analyses, results support the validity of the HEXACO-PI-R. In general, generalized internal consistency estimates were good, intercorrelations low, self-observer agreements high, and links to demographic variables in line with theoretical expectations. Discrepancies from the generally supportive findings for the HEXACO-PI-R, as well as important differences between different HEXACO-PI-R versions—considering both differences in the number of items and different language versions—will be presented. Our meta-analytic investigation supports the usefulness of the HEXACO-PI-R, in its different length and language versions, to assess a six-factor structure of personality in line with the HEXACO model. Moreover, it allows deriving recommendations for further improvement as well as open questions that will be presented finally.

METHODS OF COGNITIVE IMPAIRMENT AND ASSISTANCE TO CHILDREN AND ADULTS IN CORRECTIONAL PEDAGOGY AND PSYCHOTRAUMATOLOGY STUDY

Oksana Zashchirinskaia

Natalia Brakamonte

Saint Petersburg State University (Saint-Petersburg, Russia)

Udo Hagedorn

Psychiatric and psychotherapeutic clinic (Berlin, Germany)

Elena Nikolaeva

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Abstract body. The Symposium is devoted to the methods of studying and correcting cognitive impairment. It is expected to present the results of studies of cognitive mechanisms of information processing and decision-making normally developing children and with intellectual disabilities. The speakers will present an analysis of the peculiarities of understanding of different formats texts by school students and students depending on age, clinical diagnosis and their individual experience. To register a process of perception used eye-tracker (eye-tracker). The reports will present the data on the formation of the mental model in preschool children 5-7 years and its correlation with cognitive decision-making mechanisms. Some reports reveal the possibility of using modern methods of studying cognitive impairment in ergo – and trauma therapy. The method of analysis of complex and psychotraumatic relations between people is shown. The results of the research are applicable in the field of correctional, clinical psychology and psychotraumatology.

Press paragraph. The relevance of the theme of the Symposium is due to the importance of studying the understanding of texts of varying degrees of complexity and correction of cognitive impairment in children at different stages of ontogenesis. Understanding the text, instructions-the basis of many human activities and interpersonal communication. At the same time, the mechanisms that promote and facilitate qualitative understanding are currently not sufficiently disclosed. Speakers from different

countries (Germany, Russia, Bulgaria) will try to discuss the most problematic points of understanding and the possibility of its correction in children with mental retardation.

General summary of the Symposium. In the first report of Oksana Zashchirinskaia (Department of Pedagogy and Pedagogical Psychology, Saint Petersburg University, Saint-Petersburg, Russian Federation, zaoks@mail.ru) provide data on the understanding of texts by children with intellectual disabilities. It will describe the factors that complicate the process of understanding and facilitate it. In the second report, Hagedorn Udo (Psychiatric and psychotherapeutic clinic, Charité, Berlin, Germany, U. Hagedorn@alexianer.de) demonstrate the role of imaging in the treatment of cumulative trauma in the interpersonal process. In the third report, Veselina Kirilova (Varna, Bulgaria, The Center of psychology, veselina.kirilova@mail.ru) will present a comparative analysis of the treatment of cumulative injury in Russia and Bulgaria. In the fourth report of Natalja Medina Brakamonte (Department of Pedagogy and Pedagogical Psychology, Saint Petersburg University, Saint-Petersburg, Russian Federation, mbna@yandex.ru) will present the results of the assessment and the creation of conditions for the well-being of children. Discussant Elena Nikolaeva (Herzen State Pedagogical University, Saint-Petersburg, Russian Federation, klemntina@yandex.ru) will present its assessment of the reports made.

THE METHOD OF OCULOGRAPHY IN THE STUDY OF THE UNDERSTANDING OF TEXTS OF DIFFERENT VISUAL COMPLEXITY OF STUDENTS WITH MENTAL DISORDERS

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The aim of the study was to identify and characterize the relationship of perception and understanding, defined by the example of images and texts with different degrees of blur of stimulus material. To identify patterns of efficiency of perception and understanding of texts and images of varying degrees of complexity, students used images and texts with different degrees of blurring of stimulus material. The study involved 25 students aged 19 to 25 years. Research methods included a survey and content analysis. The method of oculoigraphy (eye-tracking) was applied. Only used 15 incentives to 7 8 texts and images. The results of the study showed that the analysis of texts and comics for students is characterized by fixation on important for understanding the details and characters of the plot. The subjects identify key image fragments for a common understanding of their content. The psychophysiological aspect of the process of recognition of nonverbal patterns affects the success of the projective identification of the end of the pictorial story. A survey of 120 students aged 9-10 years with

varying degrees of decline in intelligence showed that when reading and analyzing texts, the degree of clarity of the texts has an impact on the understanding of the read. The number of visual fixations increases with difficulty recognizing words and reduces the contextual understanding of the read. An important result is the assessment of the importance of volitional efforts for effective text recognition. The data obtained allow us to say that the integral visual and textual images based on the system analysis of stimuli in young people arise Conclusions.

Strong-willed regulation of cognitive processes in normative developing children and adolescents allows them to identify the main parts of images and key words for understanding visually perceived information constructs when reading texts. For students with intellectual disabilities is characterized by fixation on emotionally colored parts of the images, low pertinence in the analysis of test fragments, improving the relevance of the search for meaning based on social intelligence.

SPECIALIZED METHOD OF VISUALIZATION IN TRAUMA THERAPY OF CHILDREN AND ADULTS

Udo Hagedorn

Psychiatric and psychotherapeutic clinic (Berlin, Germany)

In the context of clinical, psychiatric and psychological care of patients it is especially important and efficient to visualize difficult relations and relational structures with the help of a visualization method. We have created of the visualization tool «Sieben schlaue Köpfe» (eng. «seven clever heads»). The user is able to conceptualize his own relational structures with the use of "face-stamps" with associative expressions in combination with colored pencils to draw the individual relations. With this method the user receives a better understanding of his own situation and an overview displayed on the paper. The method of analyzing complex and traumatic relationships between people is applicable in the field of pedagogical and clinical psychology, family counselling, individual counselling and traumatology. We conducted a study of 77 women and 8 men (Russia – Germany – Bulgaria) who have experienced cumulative trauma of interpersonal relationships. The age of the examined patients ranged from 18-25 years-9.4%, 26-35 years-30.6%; 36-45 years – 45.9%; 46-55 years – 9.4%; 56-65 years-4.7%. The results showed that the following characteristics of the trauma process with a

certain factor weight were dominant: manifestations of depression (factor weight – 0.737), memories of images (0.676), the desire to retire (0.640), flashbacks (0.633), a return to discomfort (0.630), frequent fright (0.617). In terms of providing clinical and psychological assistance to patients, visualization of important people in our lives and difficult relationships between close people is particularly effective. Working with color and shape reveals all the features of relationships that develop with relatives, children, colleagues, partners. Special attention is paid to the structural mapping of relationships, human communication systems, feelings and analysis of emotions. The systemic effect of this method is based on the necessary "micro-solutions", which are taken in the process of self-image creation of relationships with people. It is associated with a General associative self-perception in situations of communication. The method of analysis of complex and psychotraumatic relations between people is applicable in the field of pedagogical and clinical psychology, family and individual counseling, in psychotraumatology.

METHODS OF STUDYING CUMULATIVE PSYCHOTRAUMA: ON THE EXAMPLE OF CLINICAL AND PSYCHOLOGICAL STUDY OF THE MENTAL STATE OF ADULTS FROM RUSSIA AND BULGARIA

Oksana Zashchirinskaia

Saint Petersburg State University (Saint-Petersburg, Russia)

Veselina Kirilova

Psychological Center (Varna, Bulgaria)

Psychological trauma is very common in the modern human population, has certain causes and consequences for the functioning and adaptation of the individual. Based on the analysis of theoretical sources, the specific features of cumulative traumatic experience in interpersonal relationships were considered. The aim of the empirical study is the characteristics of experiencing traumatic experiences in adults in Bulgaria and Russia. Materials and methods. The study involved 85 participants. Subjects filled out informed consent, a demographic questionnaire. The methods of the study are the «Post-Exercise Reaction Scale», «Baseline Belief Scale» and «Status Assessment Scale, Interviews on Complex Posttraumatic Stress Disorder» (according to G. Fisher). Mathematical and statistical methods of analyzing empirical data were used-content analysis, factor analysis, and analysis of the reliability of differences. The respondents identified three main types of psycho-trauma of interpersonal relationships: trauma of betrayal (divorce, treason, insult at work, theft and separation); trauma resulting

from violence (mental and physical); trauma of loss (death of loved ones and death of animals). Psychotrauma due to external events arose after car accidents, fires and snake bites. The specificity of traumatic experience forms the features of experiences, manifested in the features of interpersonal contacts, the specifics of self-perception, the features of post-traumatic manifestations. Features of injuries associated with interpersonal relationships (loss, betrayal, etc.) determines the features of post-traumatic reaction: stable emotional States with feelings of guilt, anger, irritation, the specifics of victimization and self-destructive behavior. The experience of traumatic experience is manifested in people from two countries in 1) the process of social disadaptation; 2) the peculiarities of the emotional state; 3) the perception of yourself and your social environment. For Russians are characterized by a more trusting relationship with others, the adoption of their own destiny, belief in good and justice. The same for Bulgarians and Russians is the presence in feelings of feelings of guilt and shame.

METHODS OF ART-PEDAGOGICAL INFLUENCE ON EMOTIONAL INTELLIGENCE OF CHILDREN IN EDUCATIONAL ENVIRONMENT

Oksana Zashchirinskaia

Natalia Brakamonte

Saint Petersburg State University (Saint-Petersburg, Russia)

The method of art-pedagogical influence allows you to develop and adjust: the ability to recognize and control your feelings; the ability to understand and accept your feelings; the ability to use your emotions for the benefit of yourself and others, to recognize and recognize the feelings of others, to imagine yourself in their place (for example, empathy); the ability to communicate with children, adults (parents, teachers). The longitudinal study was conducted on the basis of preschool organization for 4 years. The sample consisted of 20 families with one and two children aged five years. The method of art pedagogy included game therapy, art therapy and psychogymnastics, including training to improve parent-child relationships, creating a favorable atmosphere in the group (11 classes with a set of exercises), various developmental individual classes for children, consultations for parents. Psychodiagnostics: conversation, observation of child-parent relationships, individual observation of children and in the group, the questionnaire of parental attitudes, the test "strategy of family education", drawing tests, anxiety test. In 30% of

the surveyed families there is a moral and physical abuse of the child, including by one parent or by older children; in 40% of cases the parents are divorced or unmarried, but nevertheless both are involved in the upbringing of children; 30% of children are underdeveloped. In the transforming experiment 60% of children, 45% of them-within 1-3 years, of them 22,2 % – within three years. 80% of children revealed anxiety and problems with communication, behavior. There is a significant relationship between the indicators of anxiety in the child and the style of education in the family, the relationship of the parent to the child. Systematic work both with children and together simultaneous work with parents allows to reveal the most vulnerable sides of manifestation of emotion from both sides. Joint execution of exercises, modeling, drawing, elements of applied art allow expressing feelings both in the process of work, and at the time of obtaining the result and its evaluation. The experience of joint experiences has a positive impact on the construction of communication in the future.

ON THE VARIETY OF AUTOBIOGRAPHICAL MEMORIES: MAPPING THE FIELD

Veronika Nourkova

Lomonosov Moscow State University (Moscow, Russia)

Jennifer M. Talarico

Lafayette College (Easton, USA)

Giuliana Mazzoni

University of Hull (Kingston upon Hull, United Kingdom)

Norman R. Brown

University of Alberta (Edmonton, Canada)

Arnaud D'Argembeau

University of Liège (Liège, Belgium)

Abstract body. Autobiographical Memory (AM) is a uniquely human cognitive device which provides a database for the self-concept and self-esteem, contributes to our feeling of self-coherence over time, and predicts the occurrence of personal events that might happen in the future. Recently, our understanding of AM has provided a starting point for the study of event memory, broadly defined. This symposium brings together researchers who are leading this next wave of AM- inspired event-memory research and in so doing provides a state-of-the-art overview of developments in the area. In particular, the speakers will address the following topics: flashbulb memories, vicarious memory, non-believed memories, memory for fictional events, prospective memory, and lab-based imitation of Compressed Life Review.

Press paragraph. Autobiographical Memory (AM) provides a database for the self-concept and self-esteem, contributes to our feeling of self-coherence over time, and predicts the occurrence of personal events that might happen in the future. Recently, our understanding of AM has provided a starting point for the study of event memory, broadly defined. This symposium brings together five researchers who are leading this next wave of AM-inspired research and in so doing provides a state-of-the-art overview of developments in the area. Jennifer Talarico (Lafayette College, USA) will present a cross-cultural study examining flashbulb memories for the Fukushima nuclear disaster among three European samples. Giuliana Mazzoni (University

of Hull, UK) describes a research investigating with non-believed memories, i.e. memories which are believed to have never occurred. The research described by Norman Brown (University of Alberta, Canada) will compare personal-event memories, vicarious-event memories and fictional-event memories. Arnaud D'Argembeau (University of Liège, Belgium) will share the data on personal goals and subjective sense of realness of future autobiographical events. Veronika Nourkova (Lomonosov Moscow State University, Russia) will talk about the first lab-based study focused on extreme manifestation of autobiographical memory – Compressed Life Review, i.e., the experience of having “your life flash before your eyes.”

General summary of the Symposium. Autobiographical memory is a uniquely human mnemonic system that forms a network of mental representations of personal experiences and integrates them into an overarching life story. Much effort has been devoted to explore this cognitive device for processing self-relevant information. However, the phenomenology of autobiographical memories varies in multiple dimensions: some memories are vivid and others dim; some are emotionally intense and others lack emotional content; some are convincing and others uncertain; some are strictly about one's own activities and others focus at other people; some are culturally universal and others are culturally specific. This diversity calls for a new generation of autobiographical memory research, expanding the methodological repertoire and that

is also producing novel empirical findings which would increase our understanding of a broader class of relevant psychological phenomena. The proposed symposium aims to shed light on the nature and functions of the various forms of autobiographical and autobiographical-like memories from partly competing theoretical perspectives (e.g., Self-memory System, Life-script Theory, Transition Theory, Cultural Dynamic Theory). Five speakers will give talks at this symposium. J.M. Talarico will present a cross-cultural study examining flashbulb memories among three European samples. G. Mazzoni will report the results of studies that

have detailed the characteristics and behavioral consequences of holding non-believed memories. The research described by N. Brown will compare personal memories, vicarious memories and fictional memories. A. D'Argembeau will share the data on personal goals and subjective sense of realness of future autobiographical events. V. Nourkova will talk about the first lab-based study focused on extreme manifestation of autobiographical memory – Compressed Life Review, i.e., the experience of having “your life flash before your eyes.”

NATURE AND IMPLICATIONS OF NON-BELIEVED AUTOBIOGRAPHICAL MEMORIES

Giuliana Mazzoni

University of Hull (Kingston upon Hull, United Kingdom)

Autobiographical memory is a powerful system that supports both the creation of a personal history and personal identity, on one hand, and the successful negotiation of everyday life tasks, on the other. Typically, personal memories have a recollective quality (i.e. being able to travel back to the time of the experience, relive it, etc) that provide information about the reality of the experience they represent. However, this is not always the case. In a seminal work (Mazzoni et al, 2010) it was found that at least 20% of the population report at least one personal memory which is no longer believed in. In other words, the event represented in the memory is believed to have never occurred by the same individuals who hold the memory. Here I report the result of a number of studies that have detailed the characteristics of these memories, the processes that are possibly involved in their creation and in the belief withdrawal, as well as the consequences of having memories for personal events that never occurred. Summarizing briefly the results of these studies, non-believed

memories can be about very mundane as well as rather bizarre events, they maintain a recollective quality that is equal to true memories, they tend to be more negative, the events refer mainly to childhood, and the decision to stop believing in them occurs mainly during adolescence. In addition, there are several types of non-believed memories. What we called the 'classic' type is characterised by high recollective qualities and low belief. Others vary in the degree of the initial recollective quality or belief. We also examined the reason for withdrawing the belief, observing that the main factor is social feedback, followed by the realization of a mismatch between the content of the memory and other elements in the personal biography. Finally, these studies have shown that holding a non-believed memory has consequences for behaviour and decision-making. The results of these studies will be discussed in light of a potential dissociation between recollection and belief in occurrence in autobiographical memory.

BELIEF IN OCCURRENCE FOR FUTURE AUTOBIOGRAPHICAL EVENTS

Arnaud D'Argembeau

University of Liège (Liège, Belgium)

The ability to imagine events that might happen in one's personal future—referred to as episodic future thinking—has received much attention in recent years. Research has shown that memory provides the sources of details for imagining events, but questions remain as to what gives the subjective sense that an imagined experience belongs to one's personal future. Based on previous research on metacognitive appraisals in autobiographical memory, we proposed that episodic future thinking involves, in varying degrees, a subjective sense that an imagined event will materialize in the future (belief in occurrence) and a feeling of "pre-experiencing" the future (autonoetic experience). Recent studies suggest that these cognitive feelings depend on the sensory-perceptual characteristics of mental representations (e.g., vividness) and their integration with autobiographical knowledge (e.g., by linking imagined events to personal goals and expectations about one's life). In this talk, I will present two studies that aimed to better understand this role of autobiographical

knowledge. The first study manipulated degrees of belief in occurrence across imagined events. Participants were asked to imagine three types of events: personal future events associated with high and low degrees of belief in occurrence, and experimenter-provided fictive events. The results showed that events that were associated with high belief in occurrence were judged more important for personal goals. In a second study, we investigated further the influence of goals on cognitive feelings when imagining events. Participants were asked to imagine future events associated with self-concordant goals (what they want to achieve) or non-self-concordant goals (what they have to achieve). We found that self-concordant events were associated with higher belief in occurrence and autonoetic experience than non-self-concordant events. Taken together, these findings suggest that the perceived "reality" of imagined future events depends on their integration with personal goals. This subjective sense of realness may in turn play a key role in motivation and successful goal pursuit.

ME, YOU, AND HARRY POTTER: ON THE ORGANIZATION AND RETRIEVAL OF PERSONAL-EVENT MEMORIES, VICARIOUS-EVENT MEMORIES, AND FICTIONAL-EVENT MEMORIES

Norman R. Brown

Liangzi Shi

University of Alberta (Edmonton, Canada)

It is common to assume that fictional-event memory, vicarious-event memory and personal-event memories are processed in much the same way. The present study examined this widely accepted, but little investigated assumption. To do this, we selected well-established autobiographical memory (AM) methods (timed word-cued and event-cued event retrieval, retrieval-strategy menus, event-pair relation menus) and used them to compare directly AM with (a) vicarious memory (VM) and (b) Pottobiographical memory – event knowledge gained from the Harry Potter (HP) series. In general, performance in the HP and VM conditions was very similar to performance in the AM condition. Specifically, direct retrieval was common when participants responded to word cues ($\approx 60\%$) and even more common when they responded to event cues ($\approx 80\%$). Moreover, directly-retrieved memories were recall much more rapidly (≈ 3.5 sec), on average, than ones

that required participants to generate additional cues (≈ 12.5 sec). In all three conditions, event cues often elicited cluster-mates (i.e., participants indicated the cued and cueing events were causally related, part of the same plot line, or that one subsumed the other) and events in clustered pairs were judged to have occurred closer together in time than events in non-clustered pairs. However, it turned out clustering was more common in the HP condition (75%) than in the AM condition (65%) or the VM condition (67%). In addition, we found that HP event pairs (75%) and VM event pairs (74%) were more likely to refer to the same individuals than AM event pairs (63%). Taken together, these findings support the notion that personal-event memories, vicarious-event memories and fictional-event memories are retrieved and organized in a similar manner and suggest that observed differences reflect mnemonically relevant ways in which life fails to imitate art.

CLARIFYING THE ROLE OF SOCIAL IDENTITY IN FLASHBULB MEMORY FORMATION

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Lafayette College (Easton, USA)

Flashbulb memories are vivid, confidently-held, long-lasting memories for the personal circumstances of learning about an important public event. Because not all public events are remembered this way, a critical question is determining which event characteristics predict the development of flashbulb memories. Many existing theories of flashbulb memory formation suggest that the key event feature of “importance” is determined, in part, by social group membership (e.g., Berntsen, 2009; Wang & Aydin, 2017). I will argue that it is not simply relevance to one’s social group but also whether an event is congruent with pre-existing beliefs and/or popular opinion that influences if flashbulb memories are likely to result. In support of this claim, I will present evidence from a cross-cultural study examining flashbulb memory prevalence among individuals from three European countries. First, I will examine how the Fukushima nuclear disaster, specifically, is evaluated and remembered by each group. Due to the prominence of nuclear energy in ongoing political discussions in Germany and the Netherlands, participants from both countries should have found the event to be relevant.

However, while the disaster was congruent with German beliefs about the dangers of nuclear energy, it was incongruent with broad Dutch support for nuclear power. In contrast, energy policy is not a dominant issue in Danish political discourse and therefore, the Fukushima disaster should not have had particular salience to the Danes. Evaluations of event importance, consequentiality, and emotion will be assessed as will the resulting memory characteristics of vividness and confidence among all three groups. Second, I will demonstrate how spontaneously generated flashbulb memories differ as a function of nationality. Although we expect some events to be common across all three groups (e.g., the September 11th attacks in the U.S.), other events are likely to be recalled by citizens of each country exclusively (e.g., the Berlin Christmas market attack for Germans, the Koninginnedag parade attack on the royal family for the Dutch, and the Utøya massacre for Danes). Although more directly related to the dimension of relevance than congruence, these data should speak to the influence of social identity on individual memory processing.

THE COMPRESSED LIFE REVIEW: ON EXTREME MANIFESTATION OF AUTOBIOGRAPHICAL MEMORY

Veronika Nourkova

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The Compressed Life Review (CLR) is an intriguing mental phenomenon implying extreme manifestation of autobiographical memory (AM). Although the CLR may be interpreted as a kind of metaphor or a retrospective memory illusion, this experience of having “your entire life flash before your eyes” is typically associated with survivor’s self-reports after life-threatening situations. This latter point indicates that the CLR phenomenon might be of high adaptive value. The scientific research of the CLR in the real life situations has been confounded both by methodological limitations and by trivial ethical reasons. As a result, next to nothing is known to date about neither cognitive mechanisms nor brain activity patterns, which underlie the CLR. To overcome this challenge we developed a first lab-based experimental technique aimed for eliciting the CLR with no risk to participants. This novel technique consists of parallel presentation of audio stimulus addressing to an individually composed set of self-defining memories. In our previous studies we have demonstrated that significant minority of naïve participants after perceiving such a stimulus reported an illusion of “total recall”. 20 trained volunteers participated in eye-tracking study and a half of them also

passed through fMRT scanning. In the experimental condition the participants listened to a 6-voices “choir” of verbal references to their self-defining memories. In the control conditions they were presented either single or doubled, or quadrupled AM references or, additionally, the same combination of neutral words. The CLR stimulus triggered a lower number and enhanced duration of fixations, together with a lower number, amplitude, and speed of saccades than all control conditions except for the condition of the recollection of a single autobiographical episode. In other words, eye movements in the CLR condition were found to closely match the gaze patterns in typical memory retrieval. These data suggest that the CLR stimulus evokes memory, not the orienting response to complex stimuli. The examination of fMRI data revealed, that the CLR stimulus engages a network of predominately left lateralized and medial brain regions. We detected statistically significant regional activations consistent to the network of regions activated across AM imaging studies. The reported study was funded by RFBR according to the research project № 19-013-00387

EVIDENCE IN SCHOOL PSYCHOLOGY: WHAT COUNTS?

Christopher Arnold

British Psychological Society/ DECP (Rye, United Kingdom)

Bohumíra Lazarová

Masaryk University (Brno, Czech Republic)

Mojca Juriševič

University of Ljubljana (Ljubljana, Slovenia)

Jose Antonio León

Universidad Autónoma de Madrid (Madrid, Spain)

Abstract body. Psychology has been applied in educational settings for more than a century. Increasingly professionals are being asked to justify and be accountable for their work. These key questions are being addressed by using evidence of efficacy from studies in practical situations. This seminar will present two different, but complementary themes. First there is a discussion about what kind of evidence is used in this area, second there are three examples of the use of evidence to both justify the work and improve the efficacy of the interventions. The case studies are drawn from a range of European locations including the Czech Republic, Slovenia, Spain, UK, Hungary and Eire. The audience will be invited to consider what constitutes evidence in their work settings.

Press paragraph. Bohumíra Lazarová and will present research from the Czech Republic considering the data from a survey undertaken in the Czech Republic and Slovenia. It looked at how they use research from other sources as well as how they carry out research in applied settings. Jose Leon from Spain will present a study on reading competence in adults with intellectual and developmental disability when they read texts with different complexity. This study uses evidence collected in a standardized way to consider how such students can be helped to improve their reading competence. The results

are impressive with some students attaining levels normally associated with university students. Christopher Arnold will present a method of gathering evidence about local conditions which cause risks to young people dropping out of education (also known as Early School Leavers). The project has been used in 5 EU locations to provide evidence to identify young people at risk of leaving education early and implement preventative strategies to reduce the incidence. The cost:benefit analysis will be presented.

General summary of the Symposium. The need to account for the work of psychologists in education by using evidence of efficacy is growing in many countries. This is leading to a debate about the different kinds of evidence which can be used. This seminar will present examples of different kinds of evidence used in educational settings across six nations. The appropriate use of research can be very cost effective particularly when the benefits are measured systematically. The studies will include methods to improve literacy amongst students with disabilities, a method to analyse risk factors leading to young people dropping out of education and how to use this information to target resources in a preventative manner, and a study in two nations which considers educators' uses of research and research methods.

IS THE PRACTICE OF PSYCHOLOGISTS IN EDUCATION EVIDENCE-BASED?

Mojca Juriševič

University of Ljubljana (Ljubljana, Slovenia)

Mirka Lazarová

Lazarová Bohumíra

Masarykova Univerzita (Brno, Czech Republic)

The Evidence-based practice (EBP) movement has become an important feature of health care policy in many European countries and requires new approaches in professional areas such as nursing, social work, psychotherapy, education and also, all applied fields of psychology. Evidence-based practice is an integration of science and practice. It should be based on the most up to date valid and reliable research findings and reduce the gap between theory and practice. In social sciences and in psychology in education as well, we often face fluid and uncertain nature of knowledge and school psychologists are struggling with uncertainty and doubts about the effectiveness of their interventions. The supporters of the idea of EBP point to many benefits: increase of effectiveness through the institutionalized of standardized rational procedures, professionalism and transparent accountability. To widen the concept of EBP into school counseling service is one of the common efforts of the SC EFPA Psychology in Education. At first, we ask ourselves, how the reality looks in the individual countries to get the

“evidences” about using evidence-based interventions in school psychological practice. In the symposium, we are presenting and comparing selected data from a survey realized in Czech Republic and, Slovenia. We asked psychologists in education about their experience with the use of research findings or standardized guidelines (created at the local or national level), if/how they carry out the different kinds of empirical research, and how they evaluate the meaningfulness and effectiveness of their interventions. We were also interested in the fact how they perceive the support from different subjects or stakeholders in relation to EBP issues, and what their educational or other needs in the given area are. Finally, at the symposium we are going to open the discussion based on the presented comparative study and formulate the ways how the SC EFPA Psychology in Education can support psychologists in education in their effort to base their interventions on the empirical evidences and enhance the quality of psychological practice in education.

A STUDY ON READING COMPETENCE IN ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITY WHEN THEY READ TEXTS WITH DIFFERENT COMPLEXITY

Jose Antonio León

Universidad Autónoma de Madrid (Madrid, Spain)

The aim of this study was to analyze the level of reading competence in adults with Intellectual and Developmental Disability (AIDD) in Madrid Region. They read several texts of different lexical and semantic complexity. Sixty-one adults with intellectual disability and 31 undergraduate university students took part in this study. The results showed that AIDD improve their performance in reading comprehension tasks

when the necessary time and supports are available. Thus, if a greater amount of time is available, the performance of a significant part of the AIDD improves considerably, in some cases getting close to the performance of university students. The education level of AIDD was decisive in their performance in the different tests.

A PREVENTATIVE APPROACH TO REDUCING DROPOUT RATES – COLLECTING THE EVIDENCE

Christopher Arnold

It'd Principal Psychologist (Rye, United Kingdom)

Early school leaving (ESL) is an expensive waste of human resources and results in much poorer outcomes for the young people involved. The EU allocated 21 billion Euros a year for the Youth Guarantee Programme whilst an estimated 153 billion Euros represent the cost of youth unemployment across the Union. The costs of preventing youth Drop out are much less than those of interventions designed to restore the young person into any kind of economically active role. This research builds on studies

carried out initially in the UK. Local statistics are gathered to assess what contextual factors represent a risk for young people which might lead to dropping out. It collects evidence which enables services to screen populations in order to identify the most risky young people. This allows the services to target their resources to the most vulnerable. The method has been used successfully in 5 EU locations (via an Erasmus+ grant). The paper will discuss the method of analysis and the results of the programme.

ENVIRONMENTAL PSYCHOLOGY. NEW APPROACHES TO TRANSITION TOWARDS A SUSTAINABLE FUTURE

Elena Sautkina

Lapina Sofia

National Research University Higher School of Economics (Moscow, Russia)

Stuart Capstick

Cardiff University (Cardiff, United Kingdom)

Maria Ojala

Örebro University (Örebro, Sweden)

Bonnefoy Barbara

Paris Nanterre University (Paris, France)

Abstract body. Today, the problem of global environmental change is becoming of an unprecedented importance as society is increasingly facing its psychological, health, social, demographic and economic consequences. By addressing such constructs as environmental awareness, environmental concern, environmental values and norms, nature connectedness and behaviour change, the role of Environmental Psychology role is to analyse and indicate levers of successful transition towards a sustainable future. We discuss cutting-edge research on the topics of climate change perceptions and potential for individual action, climate change worry as a catalyser of pro-environmental action, sustainable food

consumption and its links with well-being, environmental policies as tools for behaviour and attitude change, and factors driving enterprises to adopt pro-environmental practices. In doing so, we use various theoretical perspectives, different methodologies including longitudinal, national and cross-national studies conducted in eight countries and three continents, and varying populations ranging from general public to children and chief executives.

Press paragraph. Today, the problem of global environmental change is becoming of an unprecedented importance as society is increasingly facing its psychological, health, social, demographic and economic consequences. In these circumstances,

Environmental Psychology research plays a major role in helping to resolve the clock-ticking task of minimising the destructive impact of human activity on our common environment. This symposium brings together environmental psychologists from different countries to present and discuss new theoretical, methodological and practical approaches in Environmental Psychology, and reflect upon levers of transition towards a sustainable future. Dr Stuart Capstick (Cardiff University, UK) will talk on 'Public perceptions of climate change worldwide and the potential for individual action'. Dr Maria Ojala (Örebro University, Sweden) will present on 'Climate change worry among early adolescents: A sign of empowerment or of low well-being?'. Dr Barbara Bonnefoy (Paris Nanterre University, France) will talk on 'Nature connectedness, sustainability and wellbeing: an exploratory study of food consumption'. Dr Elena Sautkina (Higher School of Economics, Russia) will present on 'Habit Disruption, Behaviour Spillover and Policy Spillover Effects of the English Plastic Bag Charge'. Sofia Lapina (Higher School of Economics, Russia) will present on 'Psychosocial factors of senior executives' preparedness to introduce pro-environmental practices in their companies'.

General summary of the Symposium. Today, the problem of global environmental change is becoming of an unprecedented importance as society is increasingly facing its psychological, health, social, demographic and economic consequences. In these circumstances, Environmental Psychology research plays a major role in helping to resolve the clock-ticking

task of minimising the destructive impact of human activity on our common environment. By addressing such constructs as, for example, environmental awareness, environmental concern, environmental values and norms, nature connectedness and behaviour change, the role of Environmental Psychology is to analyse and indicate levers of successful transition towards a sustainable future. The aims of this symposium are: (1) bring together environmental psychologists from different countries to present and discuss new theoretical, methodological and practical approaches to enabling sustainable transitions; (2) stimulate cross-paradigm and cross-cultural dialogue on these common topics that affect our countries; and (3) further draw attention of the European Psychology community generally, and of the Russian Psychology community in particular, to the fact how our discipline can theoretically and practically contribute to resolving the pressing global issues of environmental change. We will discuss cutting-edge research on the topics of climate change perceptions and potential for individual action, climate change worry as a catalyser of pro-environmental action, sustainable food consumption and its links with well-being, environmental policies as tools for behaviour and attitude change, and factors driving enterprises to adopt pro-environmental practices. In doing so, we use various theoretical perspectives, different methodologies including longitudinal, national and cross-national studies, conducted in different cultural contexts totaling eight countries and three continents, and varying populations ranging from general public to children and chief executives.

HABIT DISRUPTION, BEHAVIOUR SPILLOVER AND POLICY SPILLOVER EFFECTS OF THE ENGLISH PLASTIC BAG CHARGE

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*National Research University Higher School of
Economics (Moscow, Russia)*

Gregory Thomas

Emily Wolstenholme

Wouter Poortinga

Cardiff University (Cardiff, United Kingdom)

Plastic bag charges are popular and easy-to-implement policy instruments that can successfully reduce plastic bag use, a common waste-related habit, and a cause of environmental pollution. Based on the behaviour spillover theory, it can be expected that benefits of bag charges may go even further, in that changes to this behaviour may lead to changes in other environmental behaviours and attitudes. This paper examines habit disruption, behavior spillover and policy spillover effects of the plastic bag charge, a mandatory five pence (US\$0.06/€0.06) charge introduced in England in October 2015 for customers to use single-use plastic bags. Combining a longitudinal survey from representative samples (n=1,230), observations of customers' bag use in major supermarkets (n=3,762), and longitudinal in-depth interviews (n=43), we investigated behavioural and attitudinal responses to the charge. Results were triangulated and validated using these different methodologies. Results of surveys, observations and interviews show that people in England substantially reduced their plastic bag use within one month after the charge was introduced. The charge was efficient in

disrupting the automaticity of plastic bag use habit, and acted as an important 'thought-trigger'. Changes in plastic bag use, however, did not predict changes in other environmental behaviors, meaning that no behavior spillover effect was found. Research participants articulated the lack of further changes as an impossibility to 'become eco-warriors overnight'. In addition, results of surveys and interviews indicated the increase in support for the bag charge after its introduction. Increased support for the bag charge, in turn, predicted greater support for other charges to reduce plastic waste, suggesting a 'policy spillover' effect. Interview participants articulated these changes explaining that the bag charge acted as a catalyst to raise a wider waste awareness. We conclude on a broad and positive effect of the English plastic bag charge, which appears to have acted as a successful habit disruptor and catalyser of environmental awareness. These findings can be used to develop other behavior change policies and interventions in the environmental area, as well as contribute to current debates on behavior and attitude spillover effects.

PUBLIC PERCEPTIONS OF CLIMATE CHANGE WORLDWIDE AND THE POTENTIAL FOR INDIVIDUAL ACTION

Stuart Capstick

Cardiff University (Cardiff, United Kingdom)

The recognition by members of the public of the reality, human causation, and importance of climate change varies substantially around the world. At the same time, the need for national and international efforts to reduce emissions is becoming ever more pressing, in light of the growing body of climate science that stresses the diminishing opportunities to avert the worst effects of climate change. Whereas some steps can be taken by governments alone, it is becoming clear that future emissions reduction will require public engagement and participation to be effective. Changes to environmentally-significant behaviours are required at the individual level, for example in relation to personal transportation and diet. In addition, wider participation in challenging the social silence around this topic, and more collective responses, are required to enable more complete societal transitions. The study examines determinants of individuals' perceptions and actions on climate change, and offers recommendations for promoting public engagement in different parts of the world. I present findings from analyses of two large international survey datasets, obtained in 2016. These are the European Social Survey (n=42,000

across 23 countries) and the Low-Carbon Lifestyles and Behavioural Spillover (CASPI) project (n=7,000 across 7 countries) which between them cover 28 countries, including China, India, Brazil, Germany, the Russian Federation, and the UK. I use multi-level regression analyses to assess the extent to which personal concern and perceived personal obligation to address climate change, are determined by individual-level variables (including personal values and socio-demographic factors) and country-level variables (including GDP, and degree of individualism-collectivism). In contrast to arguments which have been made from a 'post-materialist' standpoint, I posit that economic and environmental vulnerability are important drivers at the national level. I also predict that personal values are important for promoting action, but that their influence varies depending upon national context. I make some specific proposals for promoting public engagement in different parts of the world. These include the need to encourage more 'public sphere' action in parts of the world where this is necessary but limited at present, to an emphasis on specific behavioural actions in places where these are currently lacking.

CLIMATE CHANGE WORRY AMONG EARLY ADOLESCENTS: A SIGN OF EMPOWERMENT OR OF LOW WELL-BEING?

Ojala Maria

Örebro University (Örebro, Sweden)

Wheeler Kathryn

University of Essex (Essex, United Kingdom)

Climate change anxiety and climate change worry are concepts that have emerged in the media and the general debate in many countries during recent years. Surveys confirm that many, particularly the young, are concerned about climate change. There are, however, remarkably few studies, that from a scientific perspective have studied what role climate change worry plays in young people's life. Children and adolescents are said to be particularly vulnerable to psychological stress associated with climate change and are also important to include in climate change mitigation, since they are both citizens of today as well as society's future decision makers. This survey study explored if climate worry can be seen as a motivational force or if it is related to disempowerment and low well-being among Swedish early adolescents. The first aim was to investigate if there are significant relations between climate change worry and other negative emotions (pessimism, guilt, distrust) in relation to the climate problem, on the one hand, and climate efficacy and subjective well-being, on the other. The second aim was to investigate the relative importance of

worry, pessimism, guilt, and distrust, with gender and climate change knowledge as control variables, in predicting these dependent variables. The sample consisted of 293 participants with a mean age of 12 years. The study was performed during regular school hours in the classroom. Teachers were not present, and the questionnaire was administered by test leaders. The results show that worry had a significant positive relation with both a feeling that you can influence climate change, but also with general negative affect. Worry, however, had no significant relation to life satisfaction. In regression analyses, pessimism, guilt and distrust were more potent negative predictors of well-being than worry. Worry was a positive predictor, while pessimism was a negative predictor of climate efficacy, when controlling for the other variables. These results are discussed in relation to theories about affective intelligence and micro and macro worry; theories that emphasize the adaptive and sometimes positive role of worry and the difference between worry and pessimism. Implication for climate change communication and education are elaborated upon.

CONNECTEDNESS TO NATURE, SUSTAINABILITY AND WELLBEING: AN EXPLORATORY STUDY OF FOOD CONSUMPTION

Barbara Bonnefoy

Paris Nanterre University (Paris, France)

This paper aims to investigate the relationship between sustainable food consumption and wellbeing. In particular, we explore the links between wellbeing, food consumption and the feeling of being connected to nature. Connectedness to nature is defined as a sense of unity with nature, characterised in particular by the distinction between the feeling of belonging to the ecosystem and that of observing the ecosystem (Mayer & Frantz 2004). Schultz (2002) describes it as "the importance according to which an individual includes nature in their system of cognitive representation of the Self". Psychological well-being and optimal functioning are predicated on autonomy, competence, and relatedness (Deci & Ryan, 2000). Previous research shows a close relationship between well-being and nature connectedness (Howell, 2011) and between the type of diet (omnivores vs. vegetarians) and the topics of the representation of human domination of nature (Allen, Wilson, Ng, Dunne, 2000). Our study explores these links, comparing different populations: vegans, vegetarians, omnivores and

flexitarians. We measured the type of diet (Vegan Marketing 2014), wellbeing (Ryff, 1989), and nature connectedness (Nisbet, Zelenski & Murphy, 2009) in a sample of 365 French people aged from 18 to 61 ($M = 27.28$, $SD = 10.00$). Results revealed that different types of diet characterises the participants, especially in terms of their attitudes and reasons behind their diet choice. We also found positive links between food consumption style and wellbeing. Specifically, vegetarians and vegans have expressed greater levels of autonomy than omnivores and flexitarians. In particular, on the social dimension, scored lower than omnivores and flexitarians. On the dimensions of wellbeing, we have not found differences between the different groups of participants. As expected, vegetarians and vegans felt, to a greater extent, connected to nature, and they also mentioned more frequently than others the need to protect the environment. The evidence that this study provides offers ways to continue the important discussions on relationships between food consumption, well-being and sustainability.

PSYCHOSOCIAL FACTORS OF SENIOR EXECUTIVES' PREPAREDNESS TO INTRODUCE PRO-ENVIRONMENTAL PRACTICES IN THEIR COMPANIES

Sofia Lapina

Elena Sautkina

National Research University Higher School of Economics (Moscow, Russia)

Modern companies often have a dissonance between short-term profits based on the business-as-usual approach, on the one hand, and sustainable growth objectives which prioritise green investment and the implementation pro-environmental practices, on the other. Considerable research exists on the promotion of pro-environmental behavior at an individual level, but there is a lack of evidence regarding the psychosocial factors which drive senior executives to operate their businesses in line with the principles of sustainable development, encourage pro-environmental practices and use the approach of environmental co-benefits in their companies. This study aims to explore psychosocial factors of senior executives' preparedness to introduce pro-environmental practices in their enterprises. To investigate these questions, we use expert interviews, semi-structured interviews and document analysis. In the first phase of this research, in order to gather background information, we interview a group of experts from environmental organisations and analyse documents. In the next phase, we investigate psychosocial dimensions of preparedness:

cognitive, behavioral and affective. To investigate the cognitive dimension, we study senior executives' environmental norms and values, their knowledge in the field of pro-environmental practices, regulative norms of sustainable development and attitudes to environmental co-benefits. For behavioural measures, we evaluate their preparedness to introduce pro-environmental practices in their enterprises and willingness to continue the already existing ones. For affective measures, we examine responses to climate change and environmental degradation (expected negative affect) and to implementation of actions aiming to address these issues (positive affect).

Currently, at the first phase of our research, we will present and discuss results at the conference. Psychosocial factors that affect preparedness of senior executives to implement pro-environmental practices in their companies will be discussed in the light of today's challenges of transition to sustainable futures. We believe that the proposed holistic approach in terms of cognitive, behavioral and affective dimensions will help to shed light onto understanding.

THE FAST AND THE FURIOUS: A LOOK AT RELATIVE DEPRIVATION IN TIMES OF SOCIAL CHANGE

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*École nationale d'administration publique (Quebec,
Canada)*

Abstract body. Relative deprivation (RD) refers to discontent following invidious social comparisons. Researchers in this symposium offer a unique perspective to RD theory. Their work will show how the experience of RD arises at critical points in time to produce psychological and behavioral outcomes. A longitudinal study conducted by Dr. de la Sablonnière demonstrates how dramatic social change affects the trajectory of temporal RD among Kyrgyz citizens. Dr. Gorborkova reveals how the collective memory of a traumatic event in Kyrgyzstan affects the integrity of a cultural identity. Dr. Guimond draws upon RD theory to account for the rise in populism among a representative sample of French citizens. In a study conducted among young professional women, Dr. Beaton shows how the experience of RD will incur harm at different points in their career. The implication of a time sensitive perspective to RD theory is presented.

Press paragraph. People determine their relative status by comparing themselves to others. Yet, in a world that changes at a fast and furious pace, the result of this comparison will vary over time. This symposium gathers researchers from different countries who draw upon Relative Deprivation (RD) to account for discontent due to unfavorable comparisons that occur at critical points in time. Dr. de la Sablonnière and her associates evaluate shifts in temporal RD to understand the experience of Kirghizstan citizens

during dramatic social change. Dr. Gorborkova and her colleague show how collective trauma experienced by Kyrgyz citizens can lead to a general crisis of their cultural identity. In a study conducted with French citizens, Guimond and his colleagues reveal the significance of the experience of RD to account for the rise in support for a right wing political party. RD is a concept used by Dr. Beaton and her associates to explain how young professional women react to gender and age-based inequalities at different moments of their career path. In sum, these studies help to understand how people confronted with social change draw upon RD to make sense of their place in the world. Dr. Natalie Rinfret is Chairperson for this symposium.

General summary of the Symposium. Relative Deprivation (RD) refers to discontent following invidious social comparisons and accounts for psychological and behavioral outcomes (Smith, Pettigrew, Pippin, & Bialosiewicz, 2012). RD emerges from different forms of social comparisons, whereby the self (Personal RD) or the ingroup (Collective RD) is viewed as disadvantaged. In its early inception, Runciman (1966) explained that RD can arise at different points in time. Remarkably, few RD studies incorporate temporality to account for responses to social change. The objective of the symposium is to offer a unique time sensitive perspective to RD theory. In a longitudinal study conducted by Dr. de la Sablonnière and her associates,

temporal collective relative deprivation (TCRD) was assessed prior to and following social upheaval in Kirghizstan. Findings demonstrate that TCRD shifts dramatically in the wake of a revolution. Dr Gorborukova and her colleague further delve into the meaning citizens of Kyrgyzstan give to historical disadvantage. These researchers demonstrate how a traumatic past can impair a coherent cultural identity. Dr Guimond and his colleagues turn to RD to explain the rise in populism in France. Among a representative sample of French citizens, these researchers examine how the experience of

deprivation relative to immigrants accounts for voting preferences for a right wing party, over and beyond Personal RD and prejudice. RD is a gauge of perceived inequality and Dr. Beaton and her associates examine how temporal Personal RD harms young women in the course of their career. Temporal Personal RD due to age or sex-based inequalities is associated with psychological disengagement and low self-worth. The symposium will conclude with the importance of integrating a time sensitive approach to RD theory.

REVISITING OUR HISTORY: WHAT PREDICTS CHANGES IN PERCEIVED HISTORY ONE YEAR AFTER A REVOLUTION IN KIRGHIZSTAN

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Roxane de la Sablonnière

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Temporal collective relative deprivation (TCRD) is a feeling of dissatisfaction stemming from a negative comparison of a group's situation over time. Recent research has underlined the importance of assessing TCRD over a group's history or trajectories. Dramatic social changes, rapid changes disrupting a society's institutions and normative structures, could make individuals revise their TCRD trajectories. We predict that, after some time, a significant number of individuals will display a different TCRD trajectory than the one they displayed immediately after a change. A longitudinal study was conducted in Kirghizstan immediately after the Tulip Revolution and one year after. Kirghiz (N = 166) responded to measures of TCRD over important historical periods. Joint trajectory analyses indicated that 35% of individuals shifted from a trajectory of low TCRD to one with higher TCRD levels. Individuals who strongly identified to Kirghiz were more likely to display a trajectory characterized by low TCRD at both times.

Dramatic social change affects millions of people every day. Researchers put forward the argument that if one makes sense of a traumatizing past, the clarity of his present identity will be higher as compared to another person who does not have a clear knowledge of his or her group's past (de la Sablonnière & Taylor, 2014). Such results were found in many research settings such as Aboriginal people. The present paper is an attempt to study the role of collective memory in cultural identity within the context of dramatic social change with a qualitative design. The research data was gathered in Kyrgyzstan. A total of 20 in-depth interviews were conducted. Results show that contradictory processes are observed within Kyrgyz society, which indicates a general crisis of cultural identity among the majority of the population. The pivotal role of cultural memory in trauma is discussed.

COLLECTIVE RELATIVE DEPRIVATION, ETHNIC PREJUDICE AND SUPPORT FOR THE EXTREME-RIGHT

Serge Guimond

Kamilla Khamzina

Karolina Urbanska

Université Clermont Auvergne (Clermont Ferrand, France)

Research has shown that Personal Relative Deprivation (PRD) is important to predict individualistic responses whereas Collective Relative Deprivation (CRD) is usually more predictive of group responses (Tougas & Beaton, 2012). Extending previous work, this presentation will discuss more recent research studying the relative importance of CRD and PRD to account for ethnic prejudice and voting for the extreme-right (Anier, Guimond & Dambrun, 2016; Urbanska & Guimond, 2018). Among a

representative sample of the population of France (N = 1001), we find that those who perceive their ingroup, the French, to be worse off than the outgroup, the immigrants, are more likely to support the FN, the extreme-right wing party. Moreover, this effect is obtained regardless of the level of ethnic prejudice of the participants, and regardless of their level of PRD. The possibility of using RD theory to account for rising populism in Europe is discussed.

DOES TIME HEAL ALL WOUNDS? THE DIFFERENTIAL BURDEN OF AGE AND GENDER-BASED INEQUALITIES AMONG YOUNG PROFESSIONAL WOMEN

Ann Beaton

Université de Moncton (Moncton, Canada)

Francine Tougas

Natalie Rinfret

École nationale d'administration publique (Quebec, Canada)

When do sex and age-based inequalities harm young professional women during their career path? While sexism represents a chronic experience for young women, ageism is more fleeting. This study examines the reactions of young women to sexist and ageist discrimination at different moments of their career. Based on the Psychological Disengagement Model (Tougas et al., 2005) we predict that the impact of age, rather than sex-based inequalities, on the reactions of women will be most important in the past and present moments of their career and

less important as they consider their career prospects.

Young women in Human Resources completed measures of temporal relative deprivation (past, present, future) based on ageist (n = 150) or sexist (n = 153) discrimination, psychological disengagement and self-esteem. Results of structural invariance analysis support predictions. We address the implications of the burden of age and gender discrimination for young professional women.

SOCIAL INTELLIGENCE IN EDUCATION – CHALLENGING PROBLEMS AND CURRENT STUDIES

Eugene Subbotsky

Lancaster University (London, United Kingdom)

Olga Chesnokova

Julia Martirosova

Sergei Molchanov

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. The symposium addresses the role of social intelligence (SI) in education. Issues are addresses such as assessment of SI in preschool and schoolchildren by means of practically applicable tests, coordination between SI and moral values in competitive activities, the distinction between morally positively and morally negatively oriented SI, assessing the role of SI of educationalists as a part of their professional competence, establishing the age trends and individual differences in the development of SI in children, dealing with the ambivalent relationships between the teachers and socially intelligent children in their classrooms, assessing the role of children's SI in the children's subsequent social climbing, pinpointing differences and common points between SI and theory of mind, and developing programs of enhancing SI in a classroom.

Press paragraph. The symposium discussed current trends and recent studies on the role of social intelligence in education. Eugene Subbotsky raised the issue of compatibility between social intelligence and morality. Olga Chesnokova, Eugene Subbotsky and Julia Martirosova presented a new method of express diagnostics of social intelligence in preschool and primary school children. Sergey Molchanov and Kyrill Kirsanov discussed the role of social intelligence in professional orientation. Julia Martirosova and Olga Chesnokova talked on interaction of children with different levels of social intelligence in a situation of forced conflict of interests.

General summary of the Symposium. As children spend most of their time in school with dynamic social environment, there is no better place to develop social intelligence and emotional literacy.

Social intelligence (SI) develops from experience with people and learned from success and failures in social cooperative and competitive settings. By SI we understand the person's ability to understand and consciously influence the communicative intentions of other people, with the aim of achieving the person's goals, based on general orientation in the current situation of communication and the ability to predict the intentions and actions of the competitors in the situation of insufficient resources and unclear outcomes of the communicative exchange. SI is important in any professional activity that involves cooperation or/and competition. In behavioural economy and business studies SI has long been a part of mainstream research and training in business skills. Moreover, studies have shown that a child's success in education can be boosted by the child's the ability to work in teams, by cooperating with the members of one's own team and effectively competing with the team of the opponents. However, unlike in the business studies, in educational studies the role of SI has been declared mostly theoretically. There is a shortage of experimental and educational studies of SI in children, and theoretical understanding of SI in educational studies is in need of improvement. The studies on SI that exist, and even the application programmes on SI in education, remain detached from actual educational practices in kindergartens and schools. This makes it necessary to reassess our knowledge of SI in the context of recent psychological studies on children's cognitive development and the realities of modern preschool and school education. In four individual presentations, the following issues will be discussed: -- Assessment of SI in preschool and schoolchildren by means of

practically applicable tests; -- Theoretical coordination between SI and moral values in competitive activities; -- Assessing the role of SI of educationalists as a part of their professional competence; -- Establishing the age trends and individual differences in the development of SI in children; -- Assessing of and dealing with the frictions between the teachers and socially intelligent children in their classrooms; -- Assessing the role of children's SI in the children's subsequent social climbing; -- Developing programmes of enhancing SI in a classroom.

6. Speakers' titles, full names, affiliations, countries, and contact details. -- Dr Olga Chesnokova Moscow State University, Department of Psychology, Russia, olgach1234@googlemail.com -- Julia Martirosova Moscow State University, Department of Psychology, Russia, martirosova@gmail.com -- Dr Eugene Subbotky Lancaster University, United Kingdom, e.subbotky@lancaster.ac.uk -- Dr Sergey Molchanov Moscow State University, Department of Psychology, Russia, s-molch2001@mail.ru -- Kirsanov Kyrill Moscow State University, Department of Psychology, Russia, kirkirsanov@gmail.com

7. Individual abstracts submissions for proposed symposium

Presentation 1. Play diagnostic method of social intelligence in preschool and elementary school children Olga Chesnokova, Eugene Subbotky & Julia Martirosova Moscow State University, Department of Psychology, Russia The aim is to present a new method of diagnostic of social intelligence in preschool and elementary school children. The advantage of this method over traditionally employed questionnaires and pictures is that it does not rely on the mature symbolic function. Preschool and elementary school children find it difficult to adequately react to these questionnaires. In contrast, the presented method employs a simple play situation easily accessible to 6-12 years old children. This situation allows a sensitive assessment of degrees of social intelligence in children while engaging them individually in an exciting play. The situation puts a player before a choice a best strategy of solving a problem through a simple report of necessary information (which in fact brings the child in a satiation of a loser) or inventing an unconventional way. The

situation involves conflict of interests and the possibility of achieving the desired goal indirectly while not applying to direct deception at the same time.

Presentation 2. Are social intelligence and morality compatible? The case of a child's adaptation to a classroom community Eugene Subbotky Lancaster University, United Kingdom The presentation's aim is to discuss compatibility between social intelligence and morality. The talk addresses the issue by suggesting that the ability to cheat is not only a necessary skill for winning in competitive games (e.g., chess or football games), but it is also vital for early moral development, as it provides the child with the freedom to consciously choose between moral (unselfish oriented) and non-moral (selfish-oriented) ways of action. Experiments have shown that, given the opportunity to cheat to adults without the danger of being caught, most preschool children would go for it. However, in the child's later development deliberate cheating becomes a violation of the moral norm of honesty. As a result, in their subsequent development the children are confronted with a choice of either developing non-pragmatic moral behaviour, or keep violating moral norms whenever they think that they will not be caught on their cheating (pragmatic moral behaviour). Those of the children who choose the route of non-pragmatic moral behaviour, can still develop SI, by using their understanding of other people's minds and avoiding cheating at the same time (positive SI). In contrast, those children who opted for pragmatic moral behaviour, start consciously using their ability to cheat for attaining their selfish goals in their interactions with other people (negative SI). Examples of positive and negative SI actions of children in the classroom community are presented and discussed.

Presentation 3. Interaction of children with different levels of social intelligence in a situation of forced conflict of interests Julia Martirosova & Olga Chesnokova Moscow State University, Department of Psychology, Russia In the experiment 9 and 12 year old participants took part in an induced conflict of interests, organized as a cooperative-competitive game. The significant age differences in styles of dyadic interactions in an induced conflict of interests were found. Results indicated that a style of interaction with partners and total outcome of

the game were partly predicted by a level of social intelligence and a child's ability to manipulate others' behaviour. Participants with high level of social intelligence and achievement motivation more often preferred to cooperate with their partners than participants with the low level of SI. Children who had orientation towards social superiority and had a high level of SI most often used pseudo-cooperative style of communication in the beginning but shifted towards cooperative style later, whereas children with high orientation towards social superiority and average SI used to stick to the pseudo-cooperative style throughout testing. Children who exhibited competitive style of behaviour tended to show low or average level of SI.

Presentation 4. Social Intelligence as a facilitator of the career decision-making process in youth in Russia Sergei Molchanov, Kyrill Kirsanov & Olga Chesnokova Moscow State University, Department of Psychology, Russia In many studies have been shown that Emotional Intelligence perspective have implications for the

perception of risk related to specific career options, amount and kind of self-exploration individuals will engage in, and how information related to career choice will be processed. SI also plays a key role at the very beginning of any job process and career choice but it wasn't investigated in details. Drawing from career construction and positive youth development perspectives, this study explores, among 54 Russian students-psychologists, the relationship between Social Intelligence (SI) and Career decision self-efficacy (CDSE). Career decision self-efficacy (CDSE) refers to confidence in one's ability to successfully perform decision-making tasks, including gathering occupational information, selecting goals, making plans for the future, and problem solving (Betz, Klein, & Taylor, 1996). These results suggest that SI and professional values warrant further investigation as factors that may contribute to adaptive career progress among youth. The study was supported by the Russian Foundation for Basic Research under the project 18-013-01067A.

PLAY DIAGNOSTIC METHOD OF SOCIAL INTELLIGENCE IN PRESCHOOL AND ELEMENTARY SCHOOL CHILDREN

Olga Chesnokova

Lomonosov Moscow State University (Moscow, Russia)

Eugene Subbotsky

Lancaster University (London, United Kingdom)

Julia Martirosova

Lomonosov Moscow State University (Moscow, Russia)

The aim is to present a new method of diagnostic of social intelligence in preschool and elementary school children. The advantage of this method over traditionally employed questionnaires and pictures is that it does not rely on the mature symbolic function. Preschool and elementary school children find it difficult to adequately react to these questionnaires. In contrast, the presented method employs a simple play situation easily accessible to 6-12 years old children. This situation allows a sensitive

assessment of degrees of social intelligence in children while engaging them individually in an exciting play. The situation puts a player before a choice a best strategy of solving a problem through a simple report of necessary information (which in fact brings the child in a satiation of a loser) or inventing an unconventional way. The situation involves conflict of interests and the possibility of achieving the desired goal indirectly while not applying to direct deception at the same time.

ARE SOCIAL INTELLIGENCE AND MORALITY COMPATIBLE? THE CASE OF A CHILD'S ADAPTATION TO A CLASSROOM COMMUNITY

Eugene Subbotsky

Lancaster University (London, United Kingdom)

The presentation's aim is to discuss compatibility between social intelligence and morality. The talk addresses the issue by suggesting that the ability to cheat is not only a necessary skill for winning in competitive games (e.g., chess or football games), but it is also vital for early moral development, as it provides the child with the freedom to consciously choose between moral (unselfish oriented) and non-moral (selfish-oriented) ways of action. Experiments have shown that, given the opportunity to cheat to adults without the danger of being caught, most preschool children would go for it. However, in the child's later development deliberate cheating becomes a violation of the moral norm of honesty. As a result, in their subsequent development the children are confronted with a

choice of either developing non-pragmatic moral behaviour, or keep violating moral norms whenever they think that they will not be caught on their cheating (pragmatic moral behaviour). Those of the children who choose the route of non-pragmatic moral behaviour, can still develop SI, by using their understanding of other people's minds and avoiding cheating at the same time (positive SI). In contrast, those children who opted for pragmatic moral behaviour, start consciously using their ability to cheat for attaining their selfish goals in their interactions with other people (negative SI). Examples of positive and negative SI actions of children in the classroom community are presented and discussed.

INTERACTION OF CHILDREN WITH DIFFERENT LEVELS OF SOCIAL INTELLIGENCE IN A SITUATION OF FORCED CONFLICT OF INTERESTS

Olga Chesnokova

Julia Martirosova

Lomonosov Moscow State University (Moscow, Russia)

In the experiment 9 and 12 year old participants took part in an induced conflict of interests, organized as a cooperative-competitive game. The significant age differences in styles of dyadic interactions in an induced conflict of interests were found. Results indicated that a style of interaction with partners and total outcome of the game were partly predicted by a level of social intelligence and a child's ability to manipulate others' behaviour. Participants with high level of social intelligence and achievement motivation more often preferred to cooperate

with their partners than participants with the low level of SI. Children who had orientation towards social superiority and had a high level of SI most often used pseudo-cooperative style of communication in the beginning but shifted towards cooperative style later, whereas children with high orientation towards social superiority and average SI used to stick to the pseudo-cooperative style throughout testing. Children who exhibited competitive style of behaviour tended to show low or average level of SI.

SOCIAL INTELLIGENCE AS A FACILITATOR OF THE CAREER DECISION-MAKING PROCESS IN YOUTH IN RUSSIA

Sergei Molchanov

Kyrill Kirsanov

Lomonosov Moscow State University (Moscow, Russia)

In many studies have been shown that Emotional Intelligence perspective have implications for the perception of risk related to specific career options, amount and kind of self-exploration individuals will engage in, and how information related to career choice will be processed. SI also plays a key role at the very beginning of any job process and career choice but it wasn't investigated in details. Drawing from career construction and positive youth development perspectives, this study explores, among 54 Russian students-psychologists, the relationship between Social Intelligence (SI) and Career

decision self- efficacy (CDSE) . Career decision self-efficacy (CDSE) refers to confidence in one's ability to successfully perform decision-making tasks, including gathering occupational information, selecting goals, making plans for the future, and problem solving (Betz, Klein, & Taylor, 1996). These results suggest that SI and professional values warrant further investigation as factors that may contribute to adaptive career progress among youth. The study was supported by the Russian Foundation for Basic Research under the project 18-013-01067A

RESEARCH ON ADULT LESBIAN, GAY, BISEXUAL, AND TRANSGENDER MINORITY STRESS AND MENTAL HEALTH CONCERNS

Sharon Horne

University of Massachusetts Boston (Auburndale, USA)

Dirk Krantz

University of Trier (Trier, Germany)

Nadeshda Arontschik

Russian LGBT Network (Moscow, Russia)

Evgeny Osin

Moscow Higher School of Economics (Moscow, Russia)

Reynel Alexander Chaparro Clavijo

National University of Colombia (Bogota, Colombia)

Abstract body. This symposium will cover three contributions on Lesbian, Gay, Bisexual and Transgender research focusing on mental health and minority stress research concerns. The first paper describes a research study of 1095 Russian LGBT adults exploring the impact of minority stress on mental health concerns and finding a strong relationship between discrimination and internalizing behaviors; the second paper delves into interventions in mental health care by psychologists through qualitative research exploring interventions used by out and non-disclosing practitioners in Colombia; the third presentation will focus on research on attitudes toward LGBT individuals in Russia, and how social attitudes play an important role in mental health and minority stress. At the conclusion, there will be discussion of minority stress and managing stigma among LGBT populations.

Press paragraph. This symposium will cover three contributions on Lesbian, Gay, Bisexual and Transgender research focusing on mental health and minority stress research concerns. The first paper describes a research study of 1095 Russian LGBT adults exploring the impact of minority stress on mental health concerns and finding a strong relationship between discrimination and internalizing behaviors; the second paper delves into interventions in mental health care by psychologists through qualitative research exploring interventions used by out and non-disclosing practitioners in Colombia; the third presentation will focus on research on

attitudes toward LGBT individuals in Russia, and how social attitudes play an important role in mental health and minority stress. Chair: Sharon G. Horne, Ph.D. Presentation 1: Dirk Krantz (University of Trier, Germany) Nadeshda Arontschik (Russian LGBT Network, Russia) Evgeny Osin (Moscow Higher School of Economics, Russia) Presentation 2: Authors: Reynel Alexander Chaparro Clavijo, Mónica Natali Sánchez Nitola, Ángela María Vargas Rodríguez National University of Colombia Igor Ramon Lopes Monteiro, Bárbara Gonçalves Mendes, Federal University of Minas Gerais (Brasil) Presentation 3: Sharon G. Horne, Ph.D. University of Massachusetts Boston & Meredith R. Maroney, M.S. & Julie Koven, M.S.Ed., M.Phil.Ed.

General summary of the Symposium. Research on Adult Lesbian, Gay, Bisexual, and Transgender Minority Stress and Mental Health Concerns This symposium will cover three contributions on Lesbian, Gay, Bisexual and Transgender research focusing on mental health and minority stress research concerns. The first paper describes a research study of 1095 Russian LGBT adults exploring the impact of minority stress on mental health concerns and finding a strong relationship between discrimination and internalizing behaviors; the second paper delves into interventions in mental health care by psychologists through qualitative research exploring interventions used by out and non-disclosing practitioners in Colombia; the third presentation will focus on research on attitudes toward LGBT individuals in Russia, and how

social attitudes play an important role in mental health and minority stress. At the conclusion, there will be discussion of minority stress and managing stigma among LGBT populations.

Paper One: Title: Minority stress among Russian lesbian, gay, bisexual, and transsexual people in young and middle adulthood Dirk Kranz (University of Trier, Germany) Nadeshda Arontschik (Russian LGBT Network, Russia) Evgeny Osin (Moscow Higher School of Economics, Russia)

Abstract: Background: This research aims to examine the impact of minority stress on mental health problems in a sample of Russian LGBT people in young and middle adulthood (18 to 50 years; N = 1095). Method: As minority stress indicators we considered measures of anticipated and experienced discrimination, internalized homo/transphobia, and concealment of minority status (or, put the other way around, outness of sexual/gender identity). As mental health indicators we considered internalizing problems (anxiety and depression) as well as externalizing problems (alcohol/drug misuse and risky sexual behavior). Findings: Hierarchical regressions indicate that the specific minority group explains relatively little variance in mental health variables, except for risky sexual behavior (gay men are by far the most risk taking group). Discrimination, whether anticipated or experienced, shows a very strong relationship with internalizing problems and a weaker relationship with externalizing problems. Internalized homo/transphobia is equally and substantially related to both internalizing and externalizing problems. Only the degree of outness shows a weak (and ambivalent) relationship with the mental health indicators. Discussion: The results are compared to those of previous studies while considering the specific Russian context. Interventions in/out of the closet as a gay psychologist in mental healthcare in Colombia. A qualitative approach Authors: Reynel Alexander Chaparro Clavijo, Mónica Natali Sánchez Nitola, Ángela María Vargas Rodríguez National University of Colombia Igor Ramon Lopes Monteiro, Bárbara Gonçalves Mendes, Federal University of Minas Gerais (Brasil)

Background: A dichotomy heterosexual vs. other identities and a directionality of care from heterosexual (with an intermediation of heterosexual allies) to other identities, as well as

matching LGB identities, is noted in the research related to mental HCP. With a predominance of heterosexist view of LGB care, there is a lack of research oriented to identify the different and interactive strategies that gay psychologists use to intervene in mixed heteronormative mental health settings. In the context of a wide qualitative research in mental healthcare and professional psychologist in Bogotá – Colombia (National University of Colombia ethical committee approval: B.VIE-FCH-020-2017), the specific interventions of a self-reported gay psychologist in different context of health care interventions appears as an emerging topic to explore through a comparative qualitative multiple cases analysis in eight interviews selected, taking into account four in and four out self-reported gay psychologists.

Methods: A first approximation to the interviews with an open coding inductive analysis (Strauss, 1987), with subsequent case analysis meetings and content-analytic summaries (Miles, Huberman & Saldaña, 2014) were conducted during the analysis of the categories. Findings: Main findings are oriented to describe different action repertoires as well as heterotherapeutic interventions, in the light on institutional and cultural heterosexism in the recent Colombian context of LGBT normative advances. Discussion: This research proposes a contribution to understand mixed heteronormative healthcare contexts and its effects in the dynamics of participation and interventions of self-reported gay psychologist in Colombia. Also, suggest a reflection about how the actions from the closet complement or contrast with training manuals and LGBT affirmative practices, developed and related from foreign perspectives. References: Miles, M.B., Huberman, A.M. & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage, London. Strauss, A. L. (1987).

Qualitative analysis for social scientists. New York, NY, US: Cambridge University Press. Doi:10.1017/CBO9780511557842 Paper 3: Title: Attitudes Toward Gay and Lesbian Individuals in Russia: An Exploration of the Interpersonal Contact Hypothesis and Personality Factors Authors: Sharon G. Horne Sharon G. Horne, Ph.D.

Professor, Counseling and School Psychology, University of Massachusetts Boston Meredith R. Maroney, M.S. Doctoral Student, University of Massachusetts, Boston Elizaveta Zagryazhskaya, Clinical Psychologist, Psychology Department, Moscow State University M.V. Lomonosov Julie Koven, M.S.Ed., M.Phil.Ed. Doctoral Student, University of Massachusetts Boston Background: Negative attitudes toward Gay, Lesbian, Bisexual, and Transgender people in Russia are common, and may have become more prevalent due to recent policy changes. This study explored whether interpersonal contact and personality characteristics predicted Hateful Attitudes Toward GLB people and Endorsement of GLB Rights. Method: The design of the study included 154 heterosexual undergraduate students in Moscow and Volgodonsk who were surveyed about their attitudes toward GLB people as well as their personality characteristics assessed with the NEO-FFI. Findings: Results suggested that Moscow students held less hateful attitudes and

endorsed greater GLB Rights than Volgodonsk students. Women were also more favorable toward GLB Rights than men. In terms of Hateful Attitudes, having GLB friends or acquaintances was a negative predictor of Hateful Attitudes, while neuroticism and conscientiousness were positive predictors. In conclusion, living in a large urban area, knowing GLB individuals, and low levels of neuroticism and conscientiousness appeared to be associated with positive attitudes toward GLB people in Russia, however, personality characteristics and knowing GLB people did not appear to relate to endorsement of GLB Civil Rights. Discussion: Current sociopolitical policies such as the propaganda ban, and historical censure of GLB rights during the Soviet era, may impact how "out" GLBT Russian people can be, particularly outside of large urban centers, and may reinforce general lack of support for GLBT Civil Rights in the Russian population.

MINORITY STRESS AMONG RUSSIAN LESBIAN, GAY, BISEXUAL, AND TRANSSEXUAL PEOPLE IN YOUNG AND MIDDLE ADULTHOOD

Dirk Kranz

University of Trier (Trier, Germany)

Nadeshda Arontschik

(Moscow, Russia)

This research aims to examine the impact of minority stress on mental health problems in a sample of Russian LGBT people in young and middle adulthood (18 to 50 years; N = 1095). As minority stress indicators we considered measures of anticipated and experienced discrimination, internalized homo/transphobia, and concealment of minority status (or, put the other way around, outness of sexual/gender identity). As mental health indicators we considered internalizing problems (anxiety and depression) as well as externalizing problems (alcohol/drug misuse and risky sexual behavior). Findings: Hierarchical regressions indicate that the specific minority group explains relatively

little variance in mental health variables, except for risky sexual behavior (gay men are by far the most risk taking group). Discrimination, whether anticipated or experienced, shows a very strong relationship with internalizing problems and a weaker relationship with externalizing problems. Internalized homo/transphobia is equally and substantially related to both internalizing and externalizing problems. Only the degree of outness shows a weak (and ambivalent) relationship with the mental health indicators. The results are compared to those of previous studies while considering the specific Russian context.

INTERVENTIONS IN/OUT OF THE CLOSET AS A GAY PSYCHOLOGIST IN MENTAL HEALTHCARE IN COLOMBIA. A QUALITATIVE APPROACH

Reynel Alexander Chaparro Clavijo

Igor Ramon Lopes Monteiro

Bárbara Gonçalves Mendes

(Federal University of Minas Gerais -Brasil))

A dichotomy heterosexual vs. other identities and a directionality of care from heterosexual (with an intermediation of heterosexual allies) to other identities, as well as matching LGB identities, is noted in the research related to mental HCP. With a predominance of heterosexist view of LGB care, there is a lack of research oriented to identify the different and interactive strategies that gay psychologists use to intervene in mixed heteronormative mental health settings. In the context of a wide qualitative research in mental healthcare and professional psychologist in Bogotá – Colombia (National University of Colombia ethical committee approval: B.VIE-FCH-020-2017), the specific interventions of a self-reported gay psychologist in different context of health care interventions appears as an emerging topic to explore through a comparative qualitative multiple cases analysis in eight interviews selected, taking into account four in and four out self-reported gay psychologists. A first approximation to the interviews with an open coding inductive analysis (Strauss, 1987), with

subsequent case analysis meetings and content-analytic summaries (Miles, Huberman & Saldaña, 2014) were conducted during the analysis of the categories. Main findings are oriented to describe different action repertoires as well as heterotherapeutic interventions, in the light on institutional and cultural heterosexism in the recent Colombian context of LGBT normative advances. This research proposes a contribution to understand mixed heteronormative healthcare contexts and its effects in the dynamics of participation and interventions of self-reported gay psychologist in Colombia. Also, suggest a reflection about how the actions from the closet complement or contrast with training manuals and LGBT affirmative practices, developed and related from foreign perspectives. References: Miles, M.B., Huberman, A.M. & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage, London. Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York, NY, US: Cambridge University Press. Doi:10.1017/CBO9780511557842

ATTITUDES TOWARD GAY AND LESBIAN INDIVIDUALS IN RUSSIA: AN EXPLORATION OF THE INTERPERSONAL CONTACT HYPOTHESIS AND PERSONALITY FACTORS

Julie Koven

University of Massachusetts Boston (Boston, USA)

Negative attitudes toward Gay, Lesbian, Bisexual, and Transgender people in Russia are common, and may have become more prevalent due to recent policy changes. This study explored whether interpersonal contact and personality characteristics predicted Hateful Attitudes Toward GLB people and Endorsement of GLB Rights. The design of the study included 154 heterosexual undergraduate students in Moscow and Volgodonsk who were surveyed about their attitudes toward GLB people as well as their personality characteristics assessed with the NEO-FFI. Results suggested that Moscow students held less hateful attitudes and endorsed greater GLB Rights than Volgodonsk students. Women were also more favorable toward GLB Rights than men. In terms of Hateful Attitudes,

having GLB friends or acquaintances was a negative predictor of Hateful Attitudes, while neuroticism and conscientiousness were positive predictors. In conclusion, living in a large urban area, knowing GLB individuals, and low levels of neuroticism and conscientiousness appeared to be associated with positive attitudes toward GLB people in Russia, however, personality characteristics and knowing GLB people did not appear to relate to endorsement of GLB Civil Rights. Current sociopolitical policies such as the propaganda ban, and historical censure of GLB rights during the Soviet era, may impact how "out" GLB Russian people can be, particularly outside of large urban centers, and may reinforce general lack of support for GLB Civil Rights in the Russian population.

SUBSTANCE USE AND MENTAL HEALTH AMONG NON-HETEROSEXUALS IN THE CZECH REPUBLIC

Michal Pitoňák

Pavla Chomynová

National Institute of Mental Health Researcher (Prague, Czech Republic)

International evidence shows that non-heterosexuals (i.e. people who self-identify as lesbian, gay, or bisexual and those engage in same-sex sex) are at greater risk for substance use and mental health issues as a consequence of minority stress compared with the heterosexual population. Aims: The aim of this paper was to estimate the proportion of people who identified as non-heterosexuals in the Czech Republic and compare their substance use and mental health status with the heterosexual population. Two samples of the general population aged 15+ years surveyed within the Czech National Survey on Substance Use in 2016 in randomly selected households (N1=3,601, F2F interviews) and from Internet pool (N2=1,000, CAWI). Prevalence of substance use, mental health status (MHI-5 scale) and satisfaction with life (SWLS scale) were analysed by respondents' self-reported sexual behaviour and orientation (heterosexuals versus non-heterosexuals). Logistic regressions were applied to evaluate the differences between groups. Adjustment for basic sociodemographic characteristics (gender

and age) was performed. Based on the survey results, 2.8% of adults identified as non-heterosexual in F2F survey (including 0.5% lesbians or gays and 2.3% bisexuals) and 7.2% in online/CAWI survey (3.2% and 3.9% of lesbians/gays and bisexuals, respectively). Non-heterosexuals identified in both samples were more likely to experiment with (illicit) substance use in the last 12 months (OR=1.66 in F2F survey, 95% CI: 1.00–2.76; and OR=4.51 in CAWI survey, 95% CI: 2.50–8.13), more often experience mental health problems (OR=2.42, 95% CI 1.43–4.08; and OR=1.61, 95% CI 0.90–2.88, respectively), and were slightly less often satisfied with their lives (OR=0.83, 95% CI 0.49–1.39; and OR=0.43, 95% CI 0.19–1.00, respectively) compared to heterosexual population. Non-heterosexuals represent a vulnerable group from the perspective of substance use and psychological distress. Programs targeting the health and well-being of non-heterosexuals should pay special attention to substance use and mental health issues in this group.

BALINT GROUPS - EFFECTIVE METHOD OF HELP FOR HELPING PROFESSIONALS

Anzhela Avagimian

(Russia)

Günter Bergmann

(Germany)

Georgiy Kostyuk

(Russia)

Asya Barberyan

(Armenia)

The importance of socioeconomic-type professions, represented by doctors, psychologists, social workers and teachers, has increased in recent years, with the personality of a specialist, as a means of professional activity, as the most important variable of social practice in these areas.

Today, specialists are facing the syndrome of professional burnout as an inevitable type of occupational deformation, which is traced in their personal relationships, their competence as practicing researchers and in their professional treatment of clients.

Balint movement has been spreading throughout Europe since the mid-twentieth century. At the European Congress, psychologists from all over the world will have a chance to share their Balint work experience, and we, in turn, will discuss our achievements in this area. The expertise of helping professionals is a crucial factor in the wellbeing of their patients, but even top professionals need the help and collegial support that the Balint groups can provide.

INTERCULTURAL RELATIONS IN CONTEMPORARY EUROPE AND BEYOND

Fons Van De Vijver

Nadezhda Lebedeva

National Research University Higher School of Economics (Moscow, Russia)

Byron Adams

Tilburg University (Tilburg, Netherlands)

John W. Berry

Queen's University (Kingston, Canada)

Snežana Stupar-Rutenfrans

University College Roosevelt (Utrecht, Netherlands)

Abstract body. This symposium is devoted to research on issues relevant for intercultural relations in contemporary multicultural societies, including multiculturalism, cultural distance, discrimination, and tolerance. The researches from different countries will present results of their studies in comparative way in order to reveal common and specific trends in intercultural relations, its predictors and outcomes. Some presenters will report new data on intercultural relations in post-communist countries and regions (Russia, Georgia, Tajikistan, Crimea, North Caucasus). Other presenters will talk about studies on multiculturalism and outgroup distance in different ethnically diverse countries in other parts of the world. An important theme will be predictors of intercultural relations, such as in a study on multiculturalism in 17 multicultural societies. The findings, their potential universality, and practical implications will be discussed.

Press paragraph. The symposium deals with an issue many multicultural societies need to grapple with: adequate relationships between their ethnic groups (including prejudice and discrimination). The various presentations take multiculturalism (accepting, respecting, and supporting diversity) as a starting point. Using data from dozens of countries, Nadezhda Lebedeva, John Berry, Snežana Stupar-Rutenfrans, Byron Adams, and Fons van de Vijver illustrate how in many countries inclusive policies

produce better outcomes for immigrants and better relationships between groups. The currently popular discourse in many countries that emphasizes exclusion, discrimination, and incompatibility of cultures is likely to produce the opposite results.

General summary of the Symposium. The symposium describes current models of ethnic relations diverse societies (and their corollaries). Prevailing theoretical models that are used will be multiculturalism models, acculturation models, contact theory, identity models, and country models of multicultural policies. Data from dozens of countries will be presented. A recurrent theme in the symposium presentations is the link between policies (multicultural or otherwise) and outcomes (intergroup relations, personal and social identity, well-being, etc.). It is the central tenet of the symposium that these outcomes do not exist in a vacuum but are moderated by multiple factors, including local and national policies vis-à-vis the ethnically diverse composition of the population. An underlying theme of the symposium is the striking tension between the negative and often even hostile discourse of populism in many countries and the conditions that are required to develop or maintain harmonious intergroup relations in society.

THREE MODELS OF INTERCULTURAL RELATIONS IN POST-SOVIET COUNTRIES

Fons Van De Vijver

Nadezhda Lebedeva

Victoria Galyapina

Zarina Lepshokova

Tatiana Ryabichenko

*National Research University Higher School of
Economics (Moscow, Russia)*

We present three models of Post-Soviet development in terms of their dealing with cultural diversity: 'nation – state model' (Latvia), 'pragmatic model' (Azerbaijan), and 'post-conflict model' (Tajikistan). The goal of this study was to evaluate three hypotheses of intercultural relations: multiculturalism, contact, and integration among majority members and the ethnic Russian minority group in post-soviet countries and regions (18 ethnic groups, N = 5270) using MIRIPS research methodology. Data processing was carried out using path analysis for each ethnic group separately. Tests of the three hypotheses of intercultural relations in

different post-soviet countries and regions confirmed most of these hypotheses and identified contextual features, which are essential for confirming these three hypotheses: the concordance/discordance of acculturation preferences of majority and migrants/minorities (pragmatic model vs nation-state model); the ethnic/religious distance (post-conflict model); the high level of ethnic heterogeneity (high intensity of intercultural contacts); the lack of imposed assimilation (nation-state model). The results are discussed, the recommendations for their implementation are provided.

MULTICULTURALISM HYPOTHESIS ACROSS CULTURES

John W. Berry

Queen's University (Kingston, Canada)

The multiculturalism hypothesis was proposed by Berry, Kalin and Taylor (1977) to identify the relationship between feeling secure and confident in one's place in society, and the acceptance of those of other ethnocultural backgrounds. The hypothesis derives from a statement in the Canadian multiculturalism policy that asserts that such confidence is a prerequisite for mutual accommodation among all persons living in culturally-plural societies. The converse of this hypothesis asserts that when individuals' sense of their place is threatened by discrimination or rejection, then mutual hostility will result. Such a sense of security may exist with respect to a person's culture (including language, beliefs), economic situation (employment, housing) and personal situation (attacks, insults). Much research has examined the validity of this hypothesis that has generally provided support. Most recently an international study (Berry, 2017) sampled individuals (including immigrants, ethnocultural group members, and sojourners) from both dominant

and non-dominant groups in 17 societies. The results indicate that in the majority of samples (81%), a relationship was present between feelings of security and positive tolerance of others (low prejudice), and the acceptance of multicultural ideology (valuing diversity and equity). The implication of this hypothesis, and the support for it, is that the promotion of multiculturalism (including the value of sustaining diverse groups that have an equitable place in the plural society) is the best way to proceed to achieving the goal of social harmony, inclusion and cohesion. In contrast, contemporary moves to undermine the value of diversity and to exclude those who are culturally different will lead to lower levels of security and to mutual conflict. Berry, J.W., Kalin, R. & Taylor, D.M. (1977).

Multiculturalism and ethnic attitudes in Canada. Ottawa: Government of Canada
Berry, J.W. (2017) (ed.). Mutual intercultural relations. Cambridge: Cambridge University Press.

MULTICULTURAL ATTITUDES MEDIATE THE RELATION BETWEEN PERSONALITY AND PERCEIVED ETHNIC OUTGROUP DISTANCE IN THE NETHERLANDS

Fons Van De Vijver

(Maidenwell, Netherlands)

We focus in the current study on the psychological mechanisms behind intergroup attitudes in ethnically diverse societies, specifically multiculturalism and perceived outgroup distance. Specifically, we propose and test a model in which multiculturalism mediates the link between the Big-Five personality factors and perceived outgroup distance among different ethnic groups in the Netherlands. The data set was collected using the LISS online panel (Longitudinal Internet Studies for the Social Sciences; www.lissdata.nl) among four different ethnic groups (from low to high in terms of ethnic hierarchy): Turkish/Moroccan Dutch, Antillean/Surinamese-Dutch, Mixed Western immigrants, and Dutch majority group members. Our sample comprised 3743 majority Dutch participants and 545 participants from other ethnic groups (first-, second-, and third-generation immigrants). Attitudes toward multiculturalism in Dutch society were assessed using 10 items from the Multicultural Attitude Scale (MAS; Breugelmans & Van de Vijver, 2004). The 14-item Perceived Outgroup Distance Scale (an adaptation of the Perceived Cultural Distance Questionnaire; Suanet & Van de Vijver, 2009) was used to assess perceived outgroup distance. A set of 50 items was selected of the International

Personality Item Pool (IPIP) Big-Five Factor Markers (Goldberg, 1992), consisting of 10 items for each Big-Five factor: extraversion, agreeableness, emotional stability, openness, and conscientiousness. The multigroup path analysis supported a model in which in all groups multicultural attitudes mediate the relation between personality traits, education level, and age as antecedents, and outgroup distance as outcome; age was the only antecedent that also had a direct effect on outcome. Education was positively related to multiculturalism in the groups high in the hierarchy and unrelated in the groups low in the hierarchy. The association between multicultural attitudes and outgroup distance was negative and stronger for the groups higher in the ethnic hierarchy; hierarchy was unrelated to outgroup distance. Groups higher in the hierarchy scored lower on multicultural attitudes. We conclude that multicultural attitudes and outgroup distance are important for understanding intergroup dynamics in ethnically diverse societies. Future research might benefit from information on how multiculturalism, as a general variable, translates into specific social perceptions such as stereotypes in specific ethnic groups (including the differences between the groups).

IDENTITY, INCLUSION, AND WELL-BEING OF EMPLOYEES IN GERMANY, INDONESIA, THE NETHERLANDS, AND SOUTH AFRICA

Byron G. Adams

Christina Meyers

Tilburg University (Tilburg, Netherlands)

Lusanda Sekaja

University of Johannesburg (Johannesburg, South Africa)

How others treat people has a significant influence on their sense of identity as well as on their general well-being. These relationships may be considered particularly meaningful at work. People seek inclusion at work, which means that they want to find a balance between both belonging to the organization and maintaining their independence (their sense of uniqueness). In this study we examine a) the importance of inclusion and identity for well-being at work (i.e. work engagement, burnout, and self-efficacy) and b) whether there are similarities and differences across Western and non-Western contexts. The sample for this study comprises employees from Germany, Indonesia, the Netherlands, and South Africa. They completed the Experiences@Work questionnaire, which contained measures of inclusion, identity (personal, work, gender, ethnic, and religious identities) and well-being (work engagement, burnout and self-efficacy). Multi-group path analyses using AMOS software will be used to assess the relationships between variables. This study will provide insight into how inclusion may be associated with different identity aspects and how these may inform well-being within the context of work. As organizations seek to engage their employees, this may provide valuable insight into which identity aspects are essential for promoting work

engagement, reducing burnout, and enhancing self-efficacy. Also, whether there are differences and similarities in how inclusion and identity relate to well-being may relationships, and the implications which need to be accounted for across different national contexts, with some contexts more multicultural than others.

Populism is on the rise in many countries and the demise of the multiculturalism has been announced by politicians in various countries. Yet, empirical data suggest otherwise. I will first describe the intricate relations between multicultural policies, discourse, media, and attitudes. I will then focus on immigrant policies (in their own right and as proxies of immigration climate). Two types of studies will be discussed that have addressed the role of policies (notably the Migrant Integration Policy Index, MIPEX) in multicultural societies: educational outcomes of students at primary and secondary schools and well-being among adults. It is concluded that the evidence suggests that policies matter for both types of outcomes and that inclusive climates yield better immigrant outcomes (and probably more harmonious intergroup relations) Discussant Klaus Boehnke, Jacobs University, Germany, Higher School of Economics, Moscow, Russian Federation.

HUMAN ENVIRONMENTS AS A RESOURCE FOR PSYCHOLOGICAL WELL-BEING

Sofya Nartova-Bochaver

Boris Irkhin

National Research University Higher School of Economics (Moscow, Russia)

Mati Heidmets

Tallinn University (Tallinn, Estonia)

Milana Khachaturova

National Research University Higher School of Economics (Moscow, Russia)

Iryna Kryazh

V. N. Karazin Kharkiv National University (Kharkiv, Ukraine)

Abstract body. The current symposium is devoted to the study of environmental and eco-social resources of the people's positive functioning (maintenance of psychological well-being and morality). This subject is very topical and especially important in the conditions of the today's hectic civilization with its ultra-fast pace of life and a lack of respect for natural, social, and sometimes human resources. The additional reason for the symposium is high interest in non-drug means of maintaining mental health. To substantiate environmental educational programs, psychotherapeutic techniques and methods of the unguided self-help, it is necessary to investigate the efficiency of environmental impact on and predictive role for the positive personal phenomena. Current symposium considers nature, home, and the whole planet as independent variables, and empathy, morality, coping strategies, while environmental attitudes are considered dependent ones.

Press paragraph. Research teams from three countries (Estonia, Russia, and Ukraine) will present their most recent studies on the person-environment interaction in different environments (natural, home, and planet). They investigated environmental antecedents and psychological subsequences (effects for personality and well-being). Nartova-Bochaver will present her talk titled "Human's positive attitudes to the plant world and moral motives". Irkhin has prepared a presentation titled "Environmental identity as a factor of empathy with nature and people".

Heidmets will make a presentation titled "Emotionally attached to the whole planet, is it possible?" Kryazh will make a report titled "Trust and nature connectedness as antecedents of subjective wellbeing in people with high environmental concern". Khachaturova will present her talk titled "The home environment as a resource of constructive coping behaviour in youth". The main idea linking together all the presented studies is the way of finding patterns of interaction between environments and people and, in addition, specification of its positive effects for personalities.

General summary of the Symposium. Interest in environmental psychology research has been growing worldwide for many reasons: because of environmental degradation, the search for environmental resources to strengthen health and psychological well-being, etc. We have chosen the theories of person-environment interaction as our general theoretical framework. In more detail, we based on the nature connectedness theory (Meyer & Frantz, 2007; Kaplan & Kaplan, 1989; Elings, 2006), ecological ethics theory (Opatow & Clayton, 2003), environmental identity theory (Clayton, 2003), place attachment theory (Lewicka, 2011), the concept of biophilia (Wilson, 1984), and on the multilevel synergetic theory of people-home interaction (Nartova-Bochaver et al., 2016). The main idea of this symposium is to present contemporary models and perspectives that make some sensible predictions concerning the

individual and the environment using the person-environment relationship. Thus, the following research questions are raised: Do positive attitudes toward plant world contribute to people's morality? Does individual environmental identity impact empathy with people and nature and how? Is attachment to neighbourhood or a city connected with attachment to the whole planet? How home environment contributes to the choice of coping strategies? Finally, is subjective wellbeing in people associated with their nature connectedness? Nartova-Bochaver found human's positive attitudes to plants are

positively connected with moral motives. Irkhin show that environmental identity stronger contributes to empathy with nature than with people. Heidmets found that people strongly attached to their local places are attached to the whole planet at the same time. Khachaturova found that positive image of home predicted choice of efficient coping strategies (except confrontation). Kryazh demonstrated that nature connectedness, along with trust, were antecedents of subjective wellbeing in people with high environmental concern.

HUMAN'S POSITIVE ATTITUDES TO THE PLANT WORLD AND MORAL MOTIVES

Sofya Nartova-Bochaver

National Research University Higher School of Economics (Moscow, Russia)

People have always been attracted to plants because the vegetable world supplied them with food, material for housing and heating. This attachment is however not only of the consumer interest: studies show that interaction with plants also makes a great contribution to the preservation of physical and mental health, the maintenance of psychological well-being, and the experience of aesthetic pleasure (Capaldi et al., 2017; Chistopol'skaya et al., 2017; Elings, 2006; Howell et al., 2012; Huss et al., 2018; Kaplan & Kaplan, 1989; Sharafadina, 2011). At the same time, the contribution of attitudes to plants to moral seems to be contradictory: thus, environmental identity impacts empathy with nature more strongly than to social empathy (Clayton et al., 2019). The current study is aimed at investigation into connection between attitudes to plants and moral motives. We assumed that the more positive the attitude to plants, the higher the level of moral motives. The survey was conducted on the Russian sample; 257 participants (students from Moscow universities, 199 female, Mage = 21.1, SDage = 2.5), were recruited. The following tools were used: a questionnaire "People and Plants"

(Muhortova, Nartova-Bochaver, 2015) consisting of 32 items and five sub-scales (Joy, Esthetics, Experience of interaction with plants, Closeness to nature, and Ecology) and Moral Motives Model scale (Janoff-Bulman & Carnes, 2013) including 30 items and six sub-scales (Self-restraint, Not harming, Social order, Self-reliance (industriousness), Helping / fairness, and Social justice). As expected, all parameters of positive attitudes to plants, except Experience, were strongly positively connected with moral motives. Moreover, multi-regression analysis allowed developing some (however not very strong) models. Thus, Self-restraint motive is predicted by Ecology variable, Helping / fairness by Ecology, Social justice by Esthetics and negatively by Closeness to nature, Not harming by Esthetics, Social order – by Esthetics and Experience. Two last connections are also stronger in female respondents. The obtained results are discussed referring to the Reverence for Life ethics by Schweitzer, Universalism value by Schwarz, and Psychology of Moral Expansiveness by Crimston et al. (2016). Supported by RFBR, Project 19-013-00216.

ENVIRONMENTAL IDENTITY AS A FACTOR OF EMPATHY WITH NATURE AND PEOPLE

Boris Irkhin

National Research University Higher School of Economics (Moscow, Russia)

Environmental identity (EID) is one of the multiple personal identities, it demonstrates the extent to which people perceive themselves as a part of nature, incorporated in it and defined by it (Clayton, 2003). As previous research show, EID strongly predicted various personal phenomena like psychological well-being or social, political, and ecological attitudes (Matsuba et al., 2012; Olivos & Aragonés, 2011; Scopelliti et al., 2018; Tam, 2013; Watson, Hegtvedt, Johnson, Parris, & Subramanyam, 2017). At the same time, little is known about how EID is related to positive and humanistic traits and attitudes. While empathy is a base of positive and moral attitudes to other life forms, it hosts significant theoretical potential for clarifying complex topic of human-nature relationships. Our study investigates the connection between EID and empathy with nature and people. We expected that 1) EID may be positively connected with empathy with nature and people, and 2) its predictive role for empathy with nature may be stronger than for empathy with people. Our tools were: Environmental Identity scale (Clayton, 2003) and Interpersonal Reactivity

Index (IRI) (Davis, 1983). 200 respondents, students from Moscow universities (84% females, Mage = 22.5, SDage = 6.2), participated in the study. Descriptive statistics, correlation and multi-regression analyses were used. According to our expectations, EID was positively connected with both types of empathy but predicted environmental empathy stronger than social empathy ($R^2 = .33$ compared to $R^2 = .09$) which fully confirmed our second hypothesis. Our results have shown that EID might be a very strong but not universal predictor of positive attitudes to nature and society. It may happen that in the situation of choice people with a high level of EID would prefer natural objects to people. The results encourage looking for mediators of connection between natural identity and empathy. The outcomes are explained referring to the biophilia hypothesis by E. Wilson (1984), to the Theory of basic human values by Sh. Schwarz (1992), and to research on moral inclusion (Opatow, 1993), moral boundaries (Bastian et al., 2012; Laham, 2009), and moral expansiveness (Crimston et al., 2016). Supported by RFBR, Project 19-013-00216.

EMOTIONALLY ATTACHED TO THE WHOLE PLANET, IS IT POSSIBLE?

Mati Heidmets

Tallinn University (Tallinn, Estonia)

Environmental psychologists, while dealing with the place attachment issues, have moved their attention to the multiple attachment, especially to the emotional ties person may have with the quite a distant areas and territories. M. Lewicka (2011) is asking: do nowadays people also feel attached to the higher level places – cities, regions, the whole Earth? And does this higher level of attachment happen in expense of local places – home, neighbourhood – or in addition to them? Taking the inevitable global impact of the environmental issues, including climate change into account, environmentalists are asking: can individuals form relations of belonging and stewardship to the whole Earth, even in expense of national interests (Devine-Wright, Price, Leviston, 2015)? Those are important questions. As our everyday life becomes more and more globalized, does the mental border-building and emotional bonding to places follow this trend or remains traditionally home and neighbourhood centered? In 2018, an empirical study in Estonia was carried out to assess the strength in five levels of place attachment: neighbourhood, village/city, country,

Europe, and the whole Earth, as well as to study the relations between these levels of attachment. The results of this internet-based survey (N = 528) indicated: more than half of respondents are reporting emotional bonding to the distant areas, such as Europe or the whole Earth; strong positive correlation emerged between five presented levels of attachment (r ranged from 0.29 to 0.71), which follows that relations between different levels of attachment are not contradictory but complementary. The results are in line with the findings of Devine-Wright, Price, Leviston (2015) in Australia and are presenting some hints how the human's environmental attachment and emotional bonding to multiple places may be constructed. It seems to be constructed not by confronting local and global areas but by adding the new (wider and distant) layers to the older (more home-centered) attachment units. Growing emotional attachment with the wider areas, up to the whole planet, may be considered as important social resource while trying to find joint solutions to the really global issues, such as security, climate change or pollution.

THE HOME ENVIRONMENT AS A RESOURCE OF CONSTRUCTIVE COPING BEHAVIOUR IN YOUTH

Sofya Nartova-Bochaver

Milana Khachaturova

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In the following paper we discuss the resource approach to coping behavior. This approach assumes the existence of specific resources that help a personality to overcome difficulties (Folkman & Lazarus, 1998; Frydenberg, 2004; Belinskaya, 2009). We emphasize that parameters of the home environment (home attachment, functionality and relevance of the home environment) can be considered major resources of a personality's coping in youth (along with different resources of coping behaviour – personal, cognitive, social, cultural and others). They are the underlying parameters forming a home environment image levels (Nartova-Bochaver et al., 2016). The sample consisted of 344 participants (267 females and 77 males), students of different faculties of the Higher School of Economics. We used the Functionality of the Home Environment Questionnaire, the Relevance of the Home Environment Questionnaire, the Home Attachment Questionnaire, and the Ways of Coping Questionnaire. The results of the factor analysis allowed us to select a positive image of the home environment based on the parameters of functionality and the relevance of the home

environment, as well as home attachment. These parameters are an important resource for coping behaviour in youth. The results of the correlation analysis showed that a positive image of the home environment is correlated with efficient strategies of self-control, seeking social support, planned problem solving, and positive reappraisal, and also with an inefficient strategy of confrontation ($r = .452$, $r = .412$, $r = .516$, $r = .391$, $r = .394$, $p < .05$). Our results are consistent with several prior investigations. When young people are confronted with difficulties, a positive home environment helps them to relax and provides the environmental resources to think about these problems, accept their responsibility, reappraise the situation, and find the way to overcome difficulties and solve problems constructively (Jorgensen & Stedman, 2001). But for all that, the confrontation strategy is correlated with a positive image of the home environment. Our results show that an extra high level of home attachment can be dysfunctional in youth. In a young person the dependence on the home environment may stimulate the feeling of hostility towards the outside world and other people and force them to prefer confrontation.

TRUST AND NATURE CONNECTEDNESS AS ANTECEDENTS OF SUBJECTIVE WELLBEING IN PEOPLE WITH HIGH ENVIRONMENTAL CONCERN

Iryna Kryazh

V. N. Karazin Kharkiv National University (Kharkiv, Ukraine)

Environmental concern is an important condition for people to solve global environmental problems, hence the task of informing people about the depth of these problems. However, this can lead to increased environmental anxiety and reduced subjective wellbeing. M. Ojal's research (2005, 2012) shows that the meaningfulness of life and existential emotions such as trust, hope, and anger, can serve as a buffer against reducing subjective wellbeing in adolescents. A number of studies have revealed a positive relationship between psychological wellbeing and connection with nature, the theoretical basis of which is given by the concept of biophilia (Wilson, 1984). Hypothesis: the combination of strong environmental concern with high subjective wellbeing is supported by trust, sense of coherence, and nature connectedness. The sample: 207 adults (123 female). The questionnaire contained: brief measure of nature relatedness (Nisbet, Zelenski, 2013), Inclusion of nature in self (Schultz, 2002), Lexington attachment to pets scale (Johnson, Garrity, Stallones, 1992), Orientation to Life Questionnaire (Antonovsky, 1987), Method of examining

trust/distrust to the world, to other people and to oneself. (Kupreichenko, 2008), Environmental concern scale (Kryazh, 2013), life satisfaction scale (Diener, Emmons, Larsen & Griffin, 1985), Scale of subjective wellbeing (Perrudet-Badoux, 1988). Clustering on dimensions "Environmental concern" and "Subjective wellbeing" identified five groups of respondents, in two of which was showed the highest levels of concern but significantly different levels of subjective wellbeing. Comparison of groups showed that among respondents with high environmental concern, those of them who scored high on subjective wellbeing had higher level sense of coherence, trust ($p < .001$), inclusion of nature in self, nature relatedness ($p < .05$), and general attachment to pets ($p = .067$) than those who scored low on subjective wellbeing.

Multiple regression analysis revealed that trust, sense of coherence, and inclusion of nature in self-support subjective wellbeing, neutralizing the potential negative effects of environmental concern, which is important in both contexts: conservation psychology and health psychology.

CITIZENSHIP ATTITUDES AND DIMENSIONS OF THE 'NEW AUTHORITARIANISM' IN EUROPE: AN EXPLORATORY STUDY

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University of Warmia and Mazury in Olsztyn (Olsztyn, Poland)

Kerry Kennedy

The Education University of Hong Kong (HongKong, China)

Katinka Dancs

University of Szeged (Szeged, Hungary)

Kristi Koiv

University of Tartu (Tartu, Estonia)

Sandra Rone

Riga Management University (Riga, Latvia)

Abstract body. Nowadays we can observe democracy retreating and autocracy gaining in many countries in the world. Authoritarian governments of 20th. century usually began with a military coup and dictators gained power by force. The current backsliding of democracy seems result from the erosion of democratic values (such as individual rights, freedom of expression, etc.) and citizens' attitudes. The wave of this new authoritarianism of the 21st century thus undermines even well-established democracy democracies and threatens their core values. What is more, the phenomena is not confined to a single country or region. In this context European challenges are particularly important. V-Dem Annual Democracy Report 2018 (V-Dem Institute, 2018) revealed significant decrease democracy indicators (media harassment and censorship, freedom of discussion, civil society organisations' repressions etc.) and in few European countries (e.g. Poland, Hungary, Lithuania, Slovakia) democracy has been shaken. In this symposium an attempt will be made to identify empirically the dimensions of the new authoritarianism, especially in relation to the citizenship attitudes and activities of young adults. We assume that current European citizenship attitudes and activities will be related to the way young people currently perceive democracy and the challenges it faces from the new authoritarianism. The above issues will be discussed, based on empirical data, in international researchers team: Beata Krzywosz-Rynkiewicz – symposium

convenor (Poland), Kerry Kennedy – discussant (Hong Kong), Kristi Koiv (Estonia), Katinka Dancs and Laszo Kinyo (Hungary), Sandra Rone (Latvia)

Press paragraph. The research to be reported is based on the citizenship model by Zalewską and Krzywosz-Rynkiewicz (2011), inspired by Kennedy's citizenship concept (2006) including three forms and 8 dimensions of citizenship: Passive Citizenship (National Identity and Patriotism), Semi-active Citizenship (Civic Virtues and Loyalty to the laws and rules) and Active Citizenship (Social, Political, Action for Change and Personal activity). We see the need to extend this model by examining aspects of citizenship related to the new authoritarianism: by: Media harassment, Media censorship, Media Bias, Freedom of discussion, Civil society organisation repression, Electoral management body autonomy, Opposition parties autonomy, Academic and cultural expression, Free activity of civil society organizations, Vote Buying Election intimidation, Election registry (V-Dem report (2018).

General summary of the Symposium. Using the Citizenship Behavior Questionnaire plus a new Democracy Indicator scale, about 2 350 students aged 19-28 from 7 European countries were surveyed in 2018-19. Comparison of three groups of countries – post-Soviet Union states united to EU (Latvia, Lithuania, Estonia), post-Soviet Union satellites united to UE (Poland, Hungary) and Post-Soviet states not-united to UE (Ukraine and

Moldova) will be reported at two levels: perception of democracy and citizenship attitudes and activities. In addition profiles of citizenship attitudes and activities and their relationship to perceptions of the and democracy indicators will be analyzed. This research opens

up new perspectives on the nature of democratic development in the current political environment, the way it is perceived by sampled of Eastern European youth and leads to an assessment of democracy as part of Europe's future.

YOUNG ADULTS' PERCEPTION OF DEMOCRACY AND THEIR CITIZENSHIP ATTITUDES: POLISH EXAMPLE

Beata Krzywosz-Rynkiewicz

University of Warmia and Mazury in Olsztyn (Olsztyn, Poland)

There are a set of syndrome of democracy backsliding in Poland like monopolization of public media, taking control over judiciary, compliance with the constitution, freedom for NGOs (e.g. WOSP). In the same time nationalistic movements are taking on meaning (e.g. play the primer role in demonstrations on public holidays). The analysis of condition of democracy in relation to new authoritarianism is necessary. In the paper young adults assessment of democracy indicator in relation to their

citizenship activity will be presented. 360 students aged 19-28 were examined by Citizenship Behaviour Questionnaire by Zalewska & Krzywosz-Rynkiewicz (2011) and scale of democracy indicators by V-Dem report (2018). Three kind of results will be presented: (1) young adults perception of democracy indicators, (2) profiles of young adults democracy behaviours and (3) relationship between perception of democracy and citizenship activity.

YOUNG ADULTS' PERCEPTION OF DEMOCRACY AND THEIR CITIZENSHIP ATTITUDES: ESTONIAN EXAMPLE

Kristi Koiv

University of Tartu (Tartu, Estonia)

During the early years of the 2000s young people in Estonia were increasingly alienated from mainstream politics, but nowadays a new media was proposed as a mean vehicle for new forms of civic engagement for young people (e.g. Kaun, 2013). In a democratic, European-oriented transformation with a focus on a more liberal economy, a research question was evoked: How have Estonian young adults constructed their citizenship attitudes and perception of democracy indicators? 360 university students aged 18-30 were examined by Citizenship Behaviour Questionnaire by Zalewska & Krzywosz-Rynkiewicz (2011) and scale of democracy indicators by V-Dem report (2018).

Estonian data were analysed from three study areas: (1) young adults perception of democracy indicators, (2) profiles of young adults' democracy behaviours and (3) relationship between perception of democracy and citizenship activity.

The task of the Discussant is to review the presentations, identify issues for further discussion and suggest ways to move the research agenda forward. Given the focus on the democracy and authoritarianism as part of current political discourse it is envisaged that discussion will focus on the future of politics in a context where citizens' rights will be limited and where participation will come with a cost.

YOUNG ADULTS' PERCEPTION OF DEMOCRACY AND THEIR CITIZENSHIP ATTITUDES: THE CASE OF HUNGARY

Katinka Dancs

Kinyó László

University of Szeged (Szeged, Hungary)

According to V-Dem Report (2018) Hungary is one of the countries which become more autocratic in the past years. Previous international comparative studies confirmed that Hungarians are among the most passive ones in Europe regarding political and civic activity. In the past decades Hungary went over several

changes but the lack of civic engagement and low willingness to vote is permanent. Political socialization studies confirm the reproduction of passivity and alienation. The present study focuses on the attitudes of university students aged 18-29 examined by Citizenship Behaviour Questionnaire

YOUNG ADULTS' PERCEPTION OF DEMOCRACY AND THEIR CITIZENSHIP ATTITUDES: LATVIA

Sandra Rone

Mara Vidnere

Latvia University (Riga, Latvia)

There are a set of syndrome of democracy in Latvia like opposition parties autonomy, barriers to political parties, multiparty elections, the electorate's low faith in government and the low electorate's participation in the elections. Will be reflected in correlations of Democratic forms with types of civic activity. In the paper young adults assessment of democracy indicator in relation to their citizenship activity will be

presented. 360 students aged 19-28 were examined by Citizenship Behaviour Questionnaire by Zalewska & Krzywosz-Rynkiewicz (2011) and scale of democracy indicators by V-Dem report (2018). Three kind of results will be presented: (1) young adults perception of democracy indicators, (2) profiles of young adults democracy behaviours and (3) relationship between perception of democracy and citizenship activity.

RELATIONSHIP TO WORK OF EMERGING ADULTS IN PRECARIOUS SITUATIONS: GENDER AND INTERSECTIONALITY

Valérie Cohen-Scali

Conservatoire National des Arts et Métiers (Paris, France)

Guðbjörg Vilhjálmisdóttir

University of Iceland (Rekjavik, Iceland)

Jacques Pouyaud

University of Bordeaux (Bordeaux, France)

Abstract body. Increasing precariousness of jobs along with other developments on the labor market have deleterious effects on mental and physical health as well as on the identity of individuals. Young people are particularly affected by the bad quality of work and poor working conditions. It is important to know more about the diversity of the work situations and relationship to work of emerging adults who are in a precarious situation. The aim of the presented research is to identify and to compare the perceived situation of work and life among emerging adults in five countries. The objective is also to know more about their work situation, what they think and how they perceive it. Most of the presented research are conducted in accordance with a socio-constructivist perspective, a life design approach (Nota and Rossier, 2015, Savickas, et al., 2009) and use as the psychology of working theory (Blustein, 2006)

Press paragraph. Young people are particularly affected by the bad quality of work and poor working conditions all around the world. It is important to know more about the diversity of the work situations and relationship to work of emerging adults who are in a precarious situation. The aim of the research is to identify and to compare the perceived situation of work and life among emerging adults in different parts of the world (France, South Africa, Switzerland, Italy, Iceland). The objective is to know more about their work situation, what they think and how they perceive it. Most of the presented research are conducted in accordance with a socio-constructivist perspective, a life design approach (Nota and Rossier, 2015, Savickas, et al., 2009) and use as the psychology of working theory (Blustein, 2006) as theoretical framework.

The presentations enlighten the role of school path, familial and cultural contexts using a gender and intersectionality approach. Presentations identify the main obstacles and difficulties emerging adults have to face regarding their socio-economic and cultural contexts. The symposium gathers monographic or comparative data and underlines both common aspects and specificities in the relationship to working and career paths of emerging adults who live in different parts of the world.

General summary of the Symposium. Increasing precariousness of jobs along with other developments on the labor market have deleterious effects on mental and physical health as well as on the identity of individuals, as considerable research has shown in the last decade. Young people are particularly affected by the bad quality of work and poor working conditions. It is important to know more about the diversity of the work situations and relationship to work of emerging adults who are in a precarious situation. This symposium presents data collected in five different countries. Most of the presented research are conducted in accordance with a socio-constructivist perspective, a life design approach (Nota and Rossier, 2015, Savickas, et al., 2009) and use as the psychology of working theory (Blustein, 2006). The aim of the research is to identify and to compare the perceived situation of work and life among emerging adults in different parts of the world. The objective is to know more about their work situation, what they think and how they perceive it. The presentations enlighten the role of school path, familial and cultural contexts using a gender and intersectionality approach.

Presentations identify the main obstacles and difficulties emerging adults have to face regarding their socio-economic and cultural contexts. The symposium gathers monographic and comparative data and underlines both common aspects and specificities in the relationship to working and career paths of emerging adults of different parts of the world. The first presentation untitled "French emerging adults, qualified or not, in vulnerable situations: life-design, relationship to work and occupational integration" is presented by Laurence Cocandeau-Bellanger, Soazig Disquay-Perot, Angel Egido, Catholic University of Angers-Cnam-CRTD, Hesam Université – France. This presentation starts from the observation that in France, many youth adults drop out from Higher education without diploma. Their aim is to understand the process of identity construction and relationship to work of these populations of emerging adults, two researches were conducted in France. Biographical interviews with 28 young people were realized. 14 Biographical interviews are completing their master's degree and 14 are in the labour market with a low or no qualification. A thematic content analysis has been conducted. The first results reveal two elements of differentiation. The first one relates to the relationship to work. The attitudes regarding work of unskilled young people are strongly connected with the circumstances which have led them to do this work, while young graduates have a specific professional project based on meetings with significant others. The second element relates to the meaning of work. The work activity of unskilled young people make meaning when they learn and develop skills on the workplace while the students find meaning in their situation through their vocational plans. The role of both elements will be discussed. The second presentation is untitled "Group career construction counselling with students from disadvantaged communities" and signed by Pr. Kobus G. Maree, from the University of Pretoria. The presentation deals with group career construction counselling. The aim is to investigate the usefulness of drawing on participants' scores achieved on an interest inventory and their career-life stories to promote their chances of studying successfully. The method used is a non-experimental, group,

integrative qualitative-quantitative, design to construct data (the JuniorTukkie Project). Drawing on subjective factors (stories) as well as objective factors (scores) ensured the use of multiple data sources to advance triangulation. Participants were helped to identify key life themes and connect 'obvious' and 'less obvious' information. The investigation demonstrated the effectiveness of the integrative style of career construction counselling implemented. Replication of the research with small and large groups of participants is needed to promote the generalisability of the findings. Involving a control group and including other quantitative and qualitative instruments in future research will be considered. The third presentation is untitled "Emerging precariousness" from the inside: Low qualified young adults' narratives about job insecurity" by Jonas Masdonati, Jérôme Rossier, Laurence Fedrigo, and Robin Zufferey, researchers at University of Lausanne, Switzerland. This research starts from the idea that in a labor market increasingly composed of high skilled jobs, low qualified young adults often have to face job insecurity and arduous transitions from school to work. Their communication is based on a qualitative thematic analysis of semi-structured interviews with 15 low qualified and precarious young workers in Switzerland. More specifically, it focuses on how they narrate their subjective experience of job insecurity. Results showed that job insecurity was associated with poor work conditions and the feeling of benefiting of limited career perspectives.

Participants also attributed their precarious situation to difficulties in the economic, physical and psychological health, migration, or family spheres. The study suggests that career counseling with emerging adults entering the labor market should focus both on the individual and the contextual levels, and aim to prevent a sort of "emerging precariousness". The fourth presentation is untitled "Career stories of Italian young adults in precarious situations and their inclusive and sustainable aspects" by Laura Nota, Maria Cristina Ginevra, Sara Santilli, Ilaria Di Maggio & Salvatore Soresi, from the University of Padova, Italy. The authors observe that the threats or challenges that people are coping with

are related to increasing inequalities, the polarization of work, the technological progress which is modifying or reducing existing jobs in all sectors of the economy and the proliferation of precarious employment (Nota et al., 2018). The Life Design approach views uncertainty and identity construction as natural features of careers (Savickas et al., 2009). This theory stresses that careers are unpredictable and encompass more life design domains than only the work domain from which people construct their identity (van Vaniën, Koen, and Klehe, 2015). Based on the Life Design approach, will be presented the 'Inclusive and sustainable future Interviews' answers (Soresi, Nota, Santilli, Di Maggio, Ginevra, 2018) conducted with a group of Italian youth unemployed to elicit the views of the future and inclusive and sustainable theme that are then related to their current career problem. The fifth presentation is untitled "This is not a future job. Representations of decent work among young people with low employment skills" by Pr. Guðbjörg Vilhjálmisdóttir, University of Iceland. To the author, access to decent work is a

fundamental aspect of well-being and meaningful work is a basis for self-respect. Finding decent work is a challenge for emerging adults who have no formal training after compulsory education and they often find themselves in temporary low-paid jobs. The results from 10 semi-structured interviews with low-skilled people from age 20 to 24 in Iceland are reported. Results showed that participants do not consider their current job as a future job, although most of them find it decent. What they see as their future job requires further education. The paradox they are facing is that they need to continue their education in order to attain their career goals, but re-entering the school system is not any easier now than when they were younger. The hindrances they have met are financial, educational or an over-rigid school structure. When work is considered indecent it is mainly due to low salaries. The participants that are parents have had housing difficulties and many still live in their childhood homes. The symposium will be concluded by Pr Jacques Pouyaud and Valerie Cohen-Scali as discussants.

FRENCH EMERGING ADULTS, QUALIFIED OR NOT, IN VULNERABLE SITUATIONS: LIFE-DESIGN, RELATIONSHIP TO WORK AND OCCUPATIONAL INTEGRATION.

Valérie Cohen-Scali

Conservatoire National des Arts et Métiers (Paris, France)

Laurence Cocandeau-Bellanger

Soazig Disquay-Perot

Catholic University of Angers (Angers, France)

In France, many youth adults drop out from Higher education without diploma. Method: To understand the process of identity construction and relationship to work of these populations of emerging adults, two researches were conducted in France. Biographical interviews with 28 young people were realized: 14 Biographical interviews are completing their master's degree and 14 in the labour market with a low or no qualification. Thematic content analysis has been conducted. The first results reveal two elements of differentiation. The first one relates to the

relationship to work. The attitudes regarding work of unskilled young people are strongly connected with the circumstances which have led them to do this work, while young graduates have a specific professional project based on meetings with significant others. The second element relates to the meaning of work. The work activity of unskilled young people makes meaning when they learn and develop skills on the workplace while the students find meaning in their situation through their vocational plans. The role of both elements will be discussed.

GROUP CAREER CONSTRUCTION COUNSELLING WITH STUDENTS FROM DISADVANTAGED COMMUNITIES

Kobus G. Maree

University of Pretoria (Pretoria, South Africa)

Group career construction counselling. Investigating the usefulness of drawing on participants' scores achieved on an interest inventory and their career-life stories to promote their chances of studying successfully. A non-experimental, group, integrative qualitative-quantitative, design was used to construct data (the JuniorTukkie Project). Drawing on subjective factors (stories) as well as objective factors (scores) ensured the use of multiple data sources to advance triangulation. Participants were

helped to identify key life themes and connect 'obvious' and 'less obvious' information. The investigation demonstrated the effectiveness of the integrative style of career construction counselling implemented. Replication of the research with small and large groups of participants is needed to promote the generalisability of the findings. Involving a control group and including other quantitative and qualitative instruments in future research should be considered.

EMERGING PRECARIOUSNESS" FROM THE INSIDE: LOW QUALIFIED YOUNG ADULTS' NARRATIVES ABOUT JOB INSECURITY

Jonas Masdonati

J rome Rossier

Laurence Fedrigo

Robin Suffrey

University of Lausanne (Lausanne, Switzerland)

In a labor market increasingly composed of high skilled jobs, low qualified young adults often have to face job insecurity and arduous transitions from school to work. Our communication is based on a qualitative thematic analysis of semi-structured interviews with 15 low qualified and precarious young workers in Switzerland. More specifically, it focuses on how they narrate their subjective experience of job insecurity. Results showed that job insecurity was associated with

poor work conditions and the feeling of benefiting of limited career perspectives. Participants also attributed their precarious situation to difficulties in the economic, physical and psychological health, migration, or family spheres. The study suggests that career counseling with emerging adults entering the labor market should focus both on the individual and the contextual levels, and aim to prevent a sort of "emerging precariousness".

CAREER STORIES OF ITALIAN YOUNG ADULTS IN PRECARIOUS SITUATIONS AND THEIR INCLUSIVE AND SUSTAINABLE ASPECTS

Laura Nota

Cristina Ginevra

Sara Santilli

Llaria Di Maggio

University of Padova (Padova, Italy)

Cohen-Scali Valérie

Conservatoire National des Arts et Métiers (Paris, France)

The threats or challenges that we are coping with are related to increasing inequalities, the polarization of work, the technological progress which is modifying or reducing existing jobs in all sectors of the economy and the proliferation of precarious employment (Nota et al., 2018). The Life Design approach views uncertainty and identity construction as natural features of careers (Savickas et al., 2009). This theory stresses that careers are unpredictable and

encompass more life design domains that only the work domain from which people construct their identity (van Vanien, Koen, and Klehe, 2015). Based on Life Design approach, will be presented the 'Inclusive and sustainable future Interviews' answers (Soresi, Nota, Santilli, Di Maggio, Ginevra, 2018) conducted with a group of Italian youth unemployed to elicit the views of the future and inclusive and sustainable theme that are then related to their current career problem.

THIS IS NOT A FUTURE JOB. REPRESENTATIONS OF DECENT WORK AMONG YOUNG PEOPLE WITH LOW EMPLOYMENT SKILLS

Guðbjörg Vilhjálmisdóttir

University of Iceland (Rekjavik, Iceland)

Access to decent work is a fundamental aspect of well-being and meaningful work is a basis for self-respect. Finding decent work is a challenge for emerging adults who have no formal training after compulsory education and they often find themselves in temporary low-paid jobs. The results from 10 semi-structured interviews with low-skilled people from age 20 to 24 in Iceland are reported. Results showed that participants do not consider their current job as a future job, although most of them find it decent. What they see as their future job requires further education. The paradox they are facing is that they need to continue their education in order to attain their career goals, but re-entering the school system is not any easier now than when they were younger.

Abstract body. The symposium 'Psychology and religion' has several interconnected objectives. 1. To clarify methodologically the question how

there may be the branches of psychology oriented toward and based upon the definite confessional religions. 2. To discuss what may be a concrete specific features of corresponding to these confessions psychological theoretical considerations. 3. To describe and discuss what are the real practical approaches oriented to Islam and Christian confessions. 4. To compare Muslim and Christian psychological approaches and to discuss whether their common features may be described as 'spiritual dimension' of general psychology and can be included to the scientific psychology. 5. To understand what may be the theoretical benefit for general psychology approach to take into account such a theoretical and practical confession oriented approaches.

Press paragraph. The symposium participants are: Boris Bratus, Doctor in Psychology, Professor of Psychology department of Lomonosov MSU

and the dean of Psychology department of Russian Orthodox Church University. Bagus Riyono, President of International Association of Muslim Psychologists Yogyakarta, PhD in Psychology, Professor of Gadjah Mada University, Yogyakarta. Pavlova Olga, PhD in Pedagogy, Chairman of the Association of Psychological Assistance to Muslims, Associate Professor at the Department of Cross-Cultural Psychology and Psychological Problems of Multicultural Education, Moscow State University of Psychology and Education, Member of the International Association of Islamic Psychology; Member of the International Association for the Psychology of Religion (IAPR) deputy editor-in-chief of the journal "Minbar. Islamic Studies". Krichevets Anatoly, Doctor in Philosophy, Professor of Psychology department of Lomonosov MSU and Psychology department of Russian Orthodox Church University. Dalgatov Magomed, Doctor in Psychology, the head of Psychology department of Dagestan State University in Pedagogic (Mahachkala), the presidium member and the Head of Dagestan branch of the Russian Psychological Society.

General summary of the Symposium. Religious confessions give psychology a request for the practices focused on work related to this confessions. For example It is psychotherapy of people belonging to a given denomination. Therapeutic methods using with such a people should be consistent with the client's ideas about what is acceptable for one's confession. Also, the client's idea of the desired therapy results to a large extent depends on the value orientation prevailing in this denomination.

Often the client is inclined to trust only the therapist belonging to the same denomination.

Psychological work with religious radicals also requires the special qualification of consultant. Really the tendency to radicalism is often determined by psychological factors and needs of correction by psychological means, but as the practice of working with radical Islamists shows, the effectiveness of psychological work with them is directly related to the level of religious education of a consultant, since client's rationalizations of one's behavior have the form of religious 'dogmas' and need of criticism based upon sacral texts. Thus, the need of some special training of a practical psychologists is obvious. The symposium will thoroughly discuss the examples of such a challenges in Islamic and Christian psychology, being proposed in the symposium speaker presentations. On the other hand, there is an obvious need of the theoretical psychology development, which is not value-neutral. Since the mid-20th century, attempts have been made to build psychology based upon universal values (A. Maslow) or upon the secular values of Western culture (existential psychology and psychiatry). Practices associated with such approaches deal with spiritual dimension of human existence, but the General cultural (i.e. acceptable to all cultures) conceptual apparatus in this area is quite modest and vulnerable to criticism. From the point of view of the symposium participants, the appeal to the theological and practical concepts developed in different religious confessions, followed by methodological analysis of similarities and differences in spiritual practices (since this analysis will be carried out in interaction of representatives of various confessional-oriented psychological approaches) will be useful for the development of psychological theories.

UNDERSTANDING THE 'FITRAH' OF HUMAN BEING FROM THE QUR'AN AND THE NEW SCIENCE OF PSYCHOLOGY

Riyono Bagus

Universitas Gadjah Mada (Yogyakarta, Indonesia)

'Fitrah' is a term in Arabic that has the meaning as the origin, the true nature, and also the purpose of human existence. The knowledge of 'fitrah' is the foundation of all human affairs. The World Social Science Report 2010 by UNESCO concluded that the fundamental problem of social science today is the absent of "generally accepted model of humanity". This study explains how the new science of psychology found the proof of human 'fitrah' that is in accordance with the message from the Qur'an. The method used in this study is meta-ethnography. The study conducted by deep understanding on the existing reports and theories to find the themes emerge from the theses. There are three themes that emerges as a results of a meta-ethnographical study on the

works of Riyono (2012), Barlette (2016), Brown (2015), and Yuniardi (2018). These three themes are freedom-responsibility, uncertainty, and vulnerability. Human freedom is found to be supported not only philosophically, but also by the study of the brain activity. Uncertainty is found to be the reality of life that denying it will be the beginning of all psychological problems. Vulnerability is found to be the key to happiness. The three themes found in this study create a foundation to build the new science of psychology that integrate knowledge from various sources including holy book, fenomenological science, positivism science and neuro-science. This study propose a new hope in the field of psychology in order to become a comprehensive human science.

PSYCHOLOGY OF ISLAM AND MUSLIMS: RUSSIAN DISCOURSE

Pavlova Olga

*Moscow State University of Psychology and Education
(Moscow, Russia)*

Scientific understanding of topics related to the psychology of Russian Muslims requires interdisciplinary research of all social, cultural, medical, theological, historical, and psychological factors that affect it. The context of "realization of religion in a person or piety" (embodiment or manifestation of ideal religion in each real person) is very important for psychologists. In Russia targeted research and practical psychological activities in the Muslim community are carried out by the specialists of the Association of Psychological Assistance to Muslims created in 2017. An annual scientific-practical conference "Islam: psychological stability as the basis of personal and social well-being" held in Moscow, round tables on the most critical issues, refresher courses and seminars, webinars and online discussions are held as part of association's activities. It's important to carefully select research tools and carefully interpret results of an empirical research, since the vast majority of modern psychological methods which are aimed at studying religion, religious identity and religious fundamentalism are created for a Christian research sample or consider religion from a secular point of view. In this regard, the methods must be adapted for the

Muslim research sample and when interpreting the results, the Islamic view of a Muslim person should be taken into account. The Association of Psychological Assistance to Muslims in Russia is aimed at solving the problem of applying scientific approaches to the psychological counseling of Muslims. For a deep understanding of the psychology of a Muslim and, accordingly, the implementation of psychological counseling in the Islamic paradigm, it is necessary to rely on the ideas of the personality development that have been formed in Islam. The specifics of Islamic psychological counseling should be given sustained attention. What amount of Islamic knowledge should a professional psychological counselor have in order to provide psychological support to a Muslim? Can an Islamic psychologist be a non-practicing Muslim? Or practice other religion? Or can he be an atheist, who takes into account the religious identity of his client? Currently these questions are debatable. In its work, the newly-established Russian Association relies on the experience of foreign colleagues, first of all, International Association of Islamic Psychology and International Association of Muslim Psychologist.

CHRISTIAN PSYCHOLOGY: HISTORY AND MODERNITY

Boris Bratus

Lomonosov Moscow State University (Moscow, Russia)

The term 'Christian psychology' was coined in the middle of the 19th century. St. Theophan the Recluse is widely recognized as the founding father of this form of thought. However the dialog between the Church and psychology has emerged far earlier: first courses in psychology were taught in the Kiev- Mohyla Academy since the 17th century. The Soviet authorities have stalled the development of this current of thought for a long time. Cultural, historical, and methodological foundations of Christian

psychology are now a subject of discussions. We understand this foundations as an important part of the psychological theory and practice. It has to be discussed the relations of Christian, Muslim, and other confessional psychology with other branches of psychology, it is necessary to define the borders between pastoral and psychological counselling. It is interesting to find the possible contribution of confessional branches of psychology to solving current theoretical and practical cases.

THE METHODOLOGICAL BASIS OF PSYCHOLOGY ORIENTED TO RELIGIOUS CONFESSIONS

Krichevets Anatoly

Lomonosov Moscow State University (Moscow, Russia)

The psychology of the personal existence cannot be developed outside of any value systems. The fact that human development can take place in different cultural environments with different outcomes does not mean that psychology can focus only on the common part of these development variations, even if one can be found. The situation is not better with so-called universal human values, which may be criticized as being not common to all people. As an example, we can consider the psychology of education, which primarily discusses the definite forms of education and training of children – the West World forms of education. Although the generalizability of these forms can be questioned in the reflection or in the comparison with other traditions of education,

nevertheless that does not negate its value in a certain (West) culture. Similarly, the psychology of spiritual development, although it cannot be based on any universal system of reference points, can propose the variants based on sustainable systems of spiritual development – religious confessions – which can and should generate corresponding to them forms of psychological knowledge. The question of how "universal" the resulting systems will be, how they can support each other, and what such confessional-oriented psychological enterprises can give the main "trunk" of the psychological "tree", which they are branches of, cannot be solved without trying to develop all these confessional forms, such as Christian, Muslim, Buddhist, and any other ones.

PSYCHOLOGICAL WELL-BEING IN THE CONTEXT OF RELIGIOSITY

Dalgatov Magomed

Dagestan State Pedagogical University (Mahachkala, Russia)

The problem of the relationship of psychological well-being and religiosity of the individual over a long period of time in the scientific community cause heated debate and heated debate. Some scientists (in particular Z. Freud) argue that the religiosity of a person negatively affects the subjective well-being and emotional state of a person. However, numerous studies conducted in recent decades, mainly in foreign psychology show that religious activity in General has a positive effect on the psycho-emotional state of a person. The problem of human psychological health and well-being in the context of the Islamic religion has recently become relevant, as well as other psychological aspects. Studies of Islamic-oriented psychologists M. Badri, O. S. Pavlova. K.I. Nasibullova also shows that religious identity has a positive impact on some components of psychological well-being, in particular, psychological stability of a person. Our study in the framework of the RGNF project "Value-semantic sphere and socio – normative behavior

of the individual in secular and religious education" (№16-06-01089) on a sample of students of secular and Islamic educational institutions (N-450) allowed us to conclude that the religiosity of the individual is an important factor of psychological well-being. The data of our study showed that students of Islamic educational institutions are more pronounced such components of psychological well-being as self-acceptance, acceptance of others, emotional comfort (optimism, balance), internal control (I am the master of life and situation), life satisfaction, emotional saturation of life relative to their peers secular educational institutions. Thus, the picture of the world and the person in it set by the religious doctrine, peculiar to people with internal orientation of religion (Mature, internal religiosity) provides meaningfulness of life of believers, gives effective coping strategy of behavior, and finally promotes development of psychological well – being of the person.

ETHICAL ASPECTS OF THE EXPERT WITNESS: PITFALLS AND HOW TO AVOID THEM

Anne Andronikof

Paris Nanterre University (Paris, France)

Bohumila Bastecka

Charles University (Prague, Czech Republic)

Christian Mormont

Liege University (Liege, Belgium)

Alla Shaboltas

St Petersburg State University (Saint Petersburg, Russia)

Henk Geertsema

Center for decision making capacity (Amsterdam, Netherlands)

Abstract body. Psychologists can be called as expert witnesses both in the civil Courts, to evaluate a cognitive or affective prejudice affecting a victim of an accident or in child custody cases, and in the penal Courts. In that case, psychologists are usually asked to perform a thorough personality assessment so as to determine the responsibility of the alleged offender, their dangerousness (risk of recidivism), the possibilities and modalities of social rehabilitation, but also the credibility of the alleged victim. Although the systems of Justice are different between countries, it appears that the same kinds of pitfalls await expert witnesses, and numerous complaints are logged against psychologists. Based on case presentations, this symposium analyses the usual errors committed by professionals as expert witness and provides some clues to avoid them.

Press paragraph. Psychologists can be called upon by lawyers or judges to perform personality assessment in the context of civil proceedings or penal lawsuits and a recent European review of the complaints lodged against psychologists has shown that this is the field of practice most often criticized. Based on the analysis of real cases, this symposium describes the specific ethical difficulties and dilemmas facing expert witnesses and issues recommendations for avoiding the pitfalls in this field of practice. The speakers are either expert witnesses themselves or members of Ethical Committees in their respective countries: Anne Andronikof, Ph.D., Professor emeritus, expert witness and member of the EFPA Board of Ethics, France. (Chairperson)

Christian Mormont, Ph.D., Professor emeritus, expert witness in Belgium. Bohumila Baštecká, Ph.D., Professor, member of EFPA Board of Ethics; and Hedvika Boukalová, Professor, Charles University, members of the Ethical Committee of the Czech-Moravian Psychological Society; Czech Republic. Alla Shaboltas, Ph.D., Professor, member of the EFPA Board of Ethics; and Sergei Gorbатов, Ph.D. associate Professor, St.Petersburg State University, Russian Federation. Henk Geertsema, Healthcare psychologist, Center for Decision Making Capacity, Amsterdam University Medical Center, Amsterdam, The Netherlands, Convenor of the Board of Ethics (EFPA).

General summary of the Symposium. In the framework of the EFPA Board of Ethics, a recent review across countries of the type of complaints lodged against psychologists has shown that one of the most frequent occurs in the area of Justice, when a psychologist is required to perform personality assessment for the Courts. Psychologists can be called as expert witnesses both in the civil Courts, to evaluate a cognitive or affective prejudice affecting a victim of an accident, but mainly in child custody cases, and in the penal Courts. In that case, psychologists are usually asked to perform a thorough personality assessment so as to determine the responsibility of the alleged offender, their dangerousness (risk of recidivism), the possibilities and modalities of social rehabilitation, but also the credibility of the alleged victim. Although the systems of Justice are different between countries, it appears that

the same kinds of pitfalls await expert witnesses. This symposium, composed of expert witnesses and members of ethics committees from different countries, will address this issue through the standpoint of the Codes of Ethics of these countries which, although slightly different in their formulations, have a consensual approach of the problem. Real cases are presented and problematic aspects of the reports from psychologists are analysed. The objective of this symposium is to alert the psychologists who serve as expert witnesses to the hazards in this area of practice and help them to use their discernment in the best interest of their client, thus avoiding being sued for malpractice and bringing discredit to the profession.

You are divorcing and wish to share custody of your children with your ex-spouse, but the latter does not agree. How will the Judge determine which decision is in the best interest of the children in custody disputes? You are accused of a criminal offense, but you deny being guilty. What type of evidence will the Court take into account? These, among many others, are instances in which a psychologist will be called upon for an expert assessment, and the psychologist is faced with several ethical dilemmas, of which they are not always aware of.

Core questions are: do evidence-based tools exist for measuring parental competence – and if not, on what criteria will psychologists base their recommendation to the Judge? Is the psychologist sufficiently aware of the necessity to remain neutral, i.e. not take sides? In a penal case, will the psychologist treat the assessed person as possibly innocent and avoid mounting scenarios to explain a deed that might have not been committed by this person? Other ethical questions also arise: has the psychologist thoroughly explained his mission and enabled the assessed party to refuse being assessed? Will the psychologist be sufficiently cautious, and respectful of the assessed party private life in the report? The presenters in this symposium have all been confronted with these questions, either as expert witnesses or as members of ethical committees which constantly have to deal with complaints against expert witness psychologists. They will present and analyse problematic case reports and pinpoint the most common deviations from the ethical code of conduct for psychologists, so as to increase awareness of the pitfalls of expert witness practice, which in turn will increase the necessary introspective reflexion on ethical aspects of our various roles as psychologists.

PSYCHOLOGIST AS AN ETHICAL EXPERT WITNESS: IS S/HE INFORMED ENOUGH?

Bohumila Bastecka

Hedvika Boukalova

Charles University (Prague, Czech Republic)

The complaints against psychologists who serve as expert witnesses reflect both societal and professional challenges. The aim of the paper is to point out some of them and to ask how to improve the ethical awareness in psychological expert witness practice. Overview of the complaints against psychologists – expert witnesses in the context of Czech Republic. The Czech complaints against psychologists – expert witnesses are almost exclusively from child custody domain. They raise several questions: What are appropriate instruments for assessing the “relationship climate” of the family? Is it possible to tell anything about family relationships without seeing and assessing the whole family? Are there any valid psychological tools to assess the applicability of joint custody? Or is the use of psychological expertise in joint custody context only the buck-passing procedure how to handle political decision? The

dissatisfaction of people with the inappropriate power of expert witness in child custody context seems to be the reason of new phenomenon (and new type of complaints). Dissatisfied party of the child custody litigation pays for “counter-opinion” or “second expertise” done by another psychologist. There are also some suggestions from public that psychological expertise plays often unfavourable role in litigations concerning legal competence. Not knowing both Convention on the Rights of Persons with Disabilities and the WHO ICF attitude, psychologists become only servants of judges’ wishes, stereotypes and prejudices. The practice of psychological expert witness is hugely influenced by political decisions based on human and citizens’ rights. The appropriate role of psychologists and their expertise in the changing societal context is discussed.

ETHICAL ISSUES OF PSYCHOLOGICAL EXPERTISE IN FORENSIC PRACTICE ON SPOUSES DISPUTES ABOUT CHILD CARE AND PARENTING IN RUSSIA

Alla Shaboltas

Sergei Gorbatov

St Petersburg State University (Saint Petersburg, Russia)

The current forensic practice in Russia is associated with several difficulties for the experts in following professional ethical principles in conducting psychological expertise. There is a lack of local research and regulatory documents on ethical issues for forensic practice. In their activities experts consider as ethical base the Code of ethical principles for psychiatric expertise or basic ethical principles for psychology in general. At the same time the forensic expert actions conducted by psychologist are very specific and differ from psychiatrist's actions or actions of psychotherapist and counsellor. The expert's activity is not focused on helping components and the client is not considered as a person who needs psychological help or treatment. Expertise as an instrument for clarifying the truth of specific case puts on the expert several limitations and creates dual professional position towards ethical requirements such as respect, beneficiary, "no harm" etc. Expert-psychologist should defend the interests of the subject which are defined in abstracto and very wide.

From the other side expert's actions are defined by the tasks of forensic expertise as part of

criminal or civil investigation. The expert should act in the interests of the law and the institute which have appointed the expertise. From psychological point of view the interests of the subject and law could not match. The subject could be exposed to psycho diagnostic procedures following court or prosecutor's decision, without voluntary consent. Data collected in expertise could be disclosed which could lead to the potential harm for person. The most acute ethical dilemmas appear during expertise in civil investigations, such as parental disputes about children after divorce. This expertise differs from others due to emotional and conflictual components. The task of investigation increases the risks for psychologists of emotional and professional involvement in subject's situation and taking the personal responsibility for the child's future. Psychologist could mix therapeutic and expert roles which inevitably lead to bias in data interpretation. There is an urgent need in developing ethical regulations for forensic practice. The speakers will share their experience of dealing with the most difficult cases from Russian forensic psychological expertise practice.

PSYCHOLOGICAL ANALYSIS BY EXPERT WITNESSES BASED ON ALLEGED CRIMINAL OFFENSES OR COMPLAINTS: A FAULTY CONDUCT WITH SERIOUS CONSEQUENCES

Anne Andronikof

Paris Nanterre University (Paris, France)

Christian Mormont

Liege University (Liege, Belgium)

In countries where Justice is regulated by the Statute Law (as opposed to Common Law) criminal cases are first investigated by a Judge whose task is to gather all elements of evidence and defence before the case is submitted to the Court. Expert reports are ordered by the investigative Judge during that preliminary phase. The usual mission entrusted psychologists is to assess the personality of the suspect, while respecting their presumed innocence, a legal right retained until proven guilty. A recent analysis of psychological reports produced by expert witnesses in Belgium has found many formulations that manifest a dramatic ignorance of the code of ethics for psychologists. It is frequent to see that

psychologists describe the suspect, say as a paedophile (which is a medical diagnosis and not a penal category) based on the filed charge of sexual offense on a minor instead of on elements independent from the charge itself. Thus the assessed person is given as guilty and paedophile. By doing so, the psychologist does not respect the necessary neutrality and objectivity, nor ethical methods of psychological assessment, nor the concepts recognised by the scientific community, nor, evidently, the presumption of innocence. We will discuss in detail these problematic and alas frequent aspects of expert witnesses reports in reference to the code of ethics.

EXISTENTIAL PERSPECTIVES IN HEALTH

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Abstract body. This symposium highlights the existential dimension in health from several methodological perspectives. 1) A theoretical overview and critique of the biopsychosocial model of health, and an introduction of a four-dimensional model of health. 2) A controlled randomized trial of a meaning-making intervention with chronic pain patients, which resulted in substantial changes in the intervention group's mental and existential health, and pain acceptance. 3) Crises of meaning: prevalence scores, perceived causes, and evidence for a high predictive power of crisis of meaning for suicidality, beyond depression. 4) Effects of crises of meaning on subjective well-being in a special sample of highly gifted people. In a longitudinal design, resilience and self-control appear as important mediators. 5) A case study describing an existential treatment model (VIVA) that addresses existential topics, showing their intricate connection with early life stories and cultural patterns and their expression in pathological affect. A concluding discussion ensues.

Press paragraph. The biopsychosocial model of health has been in use for several decades. Although its potential has not been exhausted, its shortfalls are visible. One of them is the ignorance of existential matters, such as questions of the meaning(lessness) of life. In this symposium, we highlight the existential dimension in health from several perspectives. We start with a critique of the biopsychosocial model and introduction of an alternative model. This is exemplified by a controlled randomized

trial of a meaning-making intervention with chronic pain patients, which resulted in substantial changes in the intervention group's mental and existential health, and pain acceptance. The third presentation focuses on crises of meaning, reporting prevalence scores and a general increase of crises of meaning since the beginning of the millennium. Moreover, evidence for a high predictive power of crises of meaning for suicidality is presented. The fourth contribution reports longitudinal data on the effect of crises of meaning on the well-being of highly gifted individuals. Fifth, a case study is presented that describes how topics such as meaning, freedom and isolation are addressed in an existential treatment model (VIVA). It shows their intricate connection with early life stories and their expression in pathological affect.

General summary of the Symposium. The biopsychosocial model of health has been in use for several decades. Although its potential has not been exhausted yet, its shortfalls are visible. One of them is the ignorance of existential matters, touching upon questions such as the meaning/lessness of life. In this symposium, we will highlight the existential dimension in health from several methodological perspectives. We start with a theoretical overview and critique of the biopsychosocial model of health, and an introduction of a four-dimensional model. This is followed by an empirical exemplification, a controlled randomized trial of a meaning-making intervention with chronic pain patients which resulted in substantial changes in the intervention group's anxiety, depression, crises of

meaning, and pain acceptance. The third presentation focuses on crises of meaning. It reports prevalence scores of crises of meaning for adults living in Germany and Austria, suggesting a general increase of crises of meaning since the beginning of the millennium. This is of particular importance given the (also reported) predictive power of crisis of meaning for suicidality. The fourth contribution presents longitudinal data over a period of four years. It analyzes effect of crises of meaning on the well-being of highly gifted individuals, and reveals differential mediation effects by resilience and

self-control. The fifth contribution describes, by way of a case study, an established existential treatment model (VIVA) that addresses topics such as meaning, freedom and isolation by showing their intricate connection with early life story and cultural patterns, and their expression in – often pathological – affect. The symposium is wrapped up by the first presenter who will review the contributions from the broader perspective of an inclusion of the existential dimension in health, inviting the audience to join the discussion.

CRISES OF MEANING: PREVALENCE, CAUSES, CONSEQUENCES

Tatjana Schnell

University of Innsbruck (Innsbruck, Austria)

While positive consequences of meaningfulness are being explored in a huge body of research, the phenomenon of a crisis of meaning is largely ignored. Rather than by the absence of meaningfulness, a crisis of meaning is characterized by the painful experience of a lack of meaning. It has been associated with a vanishing of personal resources such as hope, self-efficacy, resiliency, and self-regulatory processes, while anxiety, depression, and pessimism are high. In this presentation, findings from two studies are introduced: 1) A study of 595 adults in Austria and Germany (mean age 35), assessing point-, 5-year and life-time-prevalence of crises of meaning (separately for gender and age groups), and subjective reasons for their occurrence. 2) A study of 300 school pupils (mean age 17), measuring the participants' crisis of meaning, depression, and suicidality. The first study revealed an 11% point-prevalence of crisis of meaning among all participants (no gender effect). Age effects were large ($\chi^2(2) = 15.74, p < .001$): in the youngest group (15-29, $n=325$), 16% suffered from a crisis of meaning;

10% of those aged 30-50, $n=147$), and 3% of those aged 51-86 ($n=120$). Five-year-prevalence was 40%, life-time-prevalence 29% (no gender effects). Both the youngest and middle-aged group reported a life-time-prevalence of 32%. Of the oldest group, 20% had suffered from a crisis of meaning at some point in their lives. The most frequently mentioned trigger was a critical life event (44%), followed by a phase of transition (36%). Twenty percent mentioned 'no specific event' as causation. Findings from the second study highlight the distinctness of crisis of meaning and clinical depression, and prove crisis of meaning to be a significant predictor of suicidality independently of depression. The findings show an important role of crises of meaning in the prediction of suicidality. They reveal an increase of crises of meaning over time, compared to data from the start of the millennium. They also indicate an thought-provoking cohort effects, with crises of meaning being less prevalent in the lives of those who are 50 or older as of today.

THE BIOPSYCHOSOCIAL MODEL REVISITED: THE FOUR-DIMENSIONAL MODEL OF HEALTH

Tatjana Schnell

University of Innsbruck (Innsbruck, Austria)

Peter la Cour

*Center for Complex Symptoms, Frederiksberg Hospital
(Copenhagen, Denmark)*

The biopsychosocial model of health was formulated nearly 40 years ago, making room for psychology in physical health and reflecting constructive medical thinking at that time. Although the original model may seem loosely structured in modern eyes, the use of the model has been comprehensive and the need for an inclusive model of health has been persistent. Critique of the model has also been comprehensive, aiming at several serious inconsistencies and misconceptions within the model. Here, we review the original biopsychosocial model, select critique points, the main advantages, and the suggested coverage of the model. Two major critique points are addressed: an incomplete understanding of systems theory and the lack of a dimension for the existential/subjective. Integrating holistic

models from outside medicine, a modern model of health comprises four dimensions: biological, social, psychological, and existential. A restructured and modernized version of an inclusive model of health is presented in two steps. The first step addresses complex systems theory and suggests health dimensions be seen in a spiral movement, ever changing and connected in time. The second step covers the integration of the existential/subjective as a dimensional perspective. The suggested name of the model is the Four-Dimensional Model of Health (FDM), and it is presented as a heuristic tool for use in health education. The model represents a possibility for rethink the relations between psychology and health in a more comprehensive way.

A NEW MEANING-ORIENTED INTERVENTION AND CHRONIC PAIN: A RANDOMIZED CONTROLLED TRIAL WITH THE SOURCES OF MEANING CARD METHOD

Tatjana Schnell

Miriam Boehmer

University of Innsbruck (Innsbruck, Austria)

Cognitive Behavioural Therapy is considered the basic contemporary approach for chronic pain, but has recently been criticized as being too limited, insufficient and sometimes ineffective when treating chronic pain patients. Furthermore, salient existential perspectives are sparsely or not at all integrated into CBT. We thus suggest adding a meaning-oriented intervention to chronic pain treatment, the Sources of Meaning Card Method (SoMeCaM). This study tested its effectiveness. We conducted a randomized controlled trial with 42 chronic pain patients, comparing an intervention group (standard care and participation in a meaning-oriented approach, the SoMeCaM) with a control group (standard care). Both groups were evaluated at baseline, 1 (t1) and 2 months (t2) after the intervention. Depression, anxiety, pain

acceptance, satisfaction with life, meaningfulness, crisis of meaning, pain medication and pain intensity were assessed as outcome measures. Evaluation questions were given to the participants after the intervention session, to get more insights into patients' feelings, thoughts and deliberations prompted by the method. Within and between-group comparisons showed significant treatment effects at t1. The intervention group showed lower levels of anxiety, depression and crisis of meaning, and higher levels of pain acceptance. The effects of pain acceptance and anxiety were sustained to t2. The quantitative evaluation of the intervention indicated a high acceptance of the method. Our preliminary research supports the importance of existential approaches in the therapy of chronic pain.

ADDRESSING EXISTENTIAL MEANING MAKING, EMOTIONS AND METAPHORS IN PSYCHOTHERAPY TO ENHANCE MENTALIZATION

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This study explores how existential meaning making, and emotions are wired together, formed in relationships with significant others and therefore also related to how we perceive the world and even God. Existential themes are created differently within the individual person, emotionally colored by early relational history with significant others, culturally formed and often burdened by rigid narrative interpretations creating less healthy «systems of meaning making». The main theoretical foundation for this project is drawn from psychoanalytic object relations theory, existential psychology, modern affect theory, and narrative psychology. The research question was to explore multiple layers of information enveloped in a very troubled psychiatric patient's choice of metaphors and how this process of inquiry would increase the patient's ability to mentalize and thereby contribute to symptom relief. Prior to admission, at post-treatment, and at one-year follow-up, Olav completed the Symptom Check List-90 Revised, the Beck Depression Inventory, and the Inventory of Interpersonal Problems. Olav's pre-treatment

assessment scores were all in the severe range. The semi-structured Affect Consciousness Interview (ACI) where employed. Affective associations to mother, father and God were included. Narrative history was taken, and key metaphors was mapped through language, narrative writing, patient's self-presentation and paintings. At one-year follow-up on the BDI and SCL-90, Olav achieved reliable change. Also, at one-year follow-up, Olav achieved reliable improvement in interpersonal functioning. This case study illustrates the importance of validating a patient's deep existential longings and listening carefully to the patients' existential meaning making and affectively charged metaphors. He could explore his own metaphors and gradually alter the associated affects and transform his rigid and destructive belief system. This study reveals the importance of addressing metaphors as a therapeutic way of overcoming a "psychic equivalent mode" and through this process achieve symptom relief and experiences of increased freedom and meaning in life.

CRISIS OF MEANING, SUBJECTIVE WELL-BEING AND THE MEDIATING ROLE OF SELF-CONTROL AND/OR RESILIENCE AMONG GIFTED ADULTS

Bernadette Voetter

Tatjana Schnell

University of Innsbruck (Innsbruck, Austria)

Intelligence holds the potential for a happy and fulfilled life. Nonetheless, Highly Intellectually Gifted adults are at a higher risk to suffer from an existential crisis. This session explores the relationship between crisis of meaning and subjective well-being over time, via multiple mediators (e.g., self-control and resilience) among two gifted groups. Longitudinal data (4-year-period) was obtained from 152 gifted adults. Two aspects of giftedness have been considered: intellectually giftedness and academically high achievement. Representatives for the Intellectually Gifted (n=100; 55% female, mean age: 43 years) were members of the high IQ society Mensa from Germany and Austria. The membership criterion is an IQ>129. Representatives for the Academically High Achievers (n=52; 29% female, mean age: 57 years) were Austrian academic award winners, who are characterized by a documented history of outstanding success in school and university, up to PhD-level. The data highlight differences between the two gifted groups. Results suggest that resilience mediates the effect between crisis of meaning and subjective well-being among

Highly Intellectually Gifted Adults. Almost 50% of the variance in subjective well-being was explained by this mediation model among Highly Intellectually Gifted. While self-control mediates the relationship between crisis of meaning and subjective well-being among Academically High Achievers. Over 70% of the variance in subjective well-being was explained by the mediation model among Academically High Achievers. The findings demonstrate differences between the two gifted groups regarding two positive psychological factors that might be beneficial for their subjective well-being. The findings might help to explain why some gifted individuals manage to make the most out of their potential and live extraordinarily happy and meaningful lives, while others have troubles finding their place in life. We will discuss implications of our findings, possible reasons for the group differences and suggestions for further research on existential matters among gifted individuals.

Center for Complex Symptoms, Center for Social
Medicine, Frederiksberg Hospital Scientist
Discussion.

VALUE TRANSMISSION AND IDENTITY FORMATION IN A CULTURAL CONTEXT

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National Research University Higher School of Economics (Moscow, Russia)

Klaus Boehnke

Bremen International Graduate School of Social Sciences (BIGSSS) (Bremen, Germany)

Abstract body. The double symposium is devoted to the discussion of the relationship between value preferences and identity formation as moderated by cultural context. Processes of intergenerational as well as peer-to-peer transmission are in focus when examining cross-cultural similarities and differences. Ways how change in value preference profiles and identity formation processes are intertwined are being addressed from various perspectives: lifespan development dynamics, parent-offspring transmission, cross-national and cross-temporal comparisons, as well as behavioral and well-being outcomes. Conceptually all contributions are linked in one way or another to the Schwartz Value Circumplex. Offering empirical evidence on the link between value change and individual as well as group identity formation is the core task of the symposium.

Press paragraph. Social and political transformations change the world, making it ever more culturally complex. An important challenge for social psychologists is to explore how these changes are reflected in people's attitudes, behaviors, identities, and value preferences, and— even more importantly—how social change impacts value transmission. The symposium includes seven papers on the topic. Presenters are Prof. Klaus Boehnke, President of the International Association for Cross-Cultural Psychology (Bremen International Graduate School of Social Sciences, BIGSSS, Jacobs University Bremen, Germany, and National Research University Higher School of Economics, Moscow, Russian Federation), Prof. Paweł Boski (Cross-Cultural Laboratory Head, SWPS University of Social Sciences and Humanities, Warsaw, Poland), Prof. Jan Cieciuch, (University of Zurich, Switzerland, and Cardinal Wyszyński

University in Warsaw, Poland), Ella Daniel, PhD (Tel Aviv University, Israel), Tatiana Ryabichenko, PhD (National Research University Higher School of Economics, Moscow, Russian Federation), Jelisaveta Belić (BIGSSS, Jacobs University Bremen, Germany), and Rena Tecklenburg (BIGSSS, University of Bremen, Germany), Discussants are Prof. Fons van de Vijver (Tilburg University, The Netherlands, and National Research University Higher School of Economics, Moscow, Russian Federation), and Prof. Nadezhda Lebedeva (Head of the International Scientific-Educational Laboratory for Sociocultural Research, National Research University Higher School of Economics, Moscow, Russian Federation).

General summary of the Symposium. Social and political transformations change the world. A crucial challenge for social psychologists is to explore how these changes are reflected in people's attitudes, behaviors, identities, and value preferences, and how social change affects value transmission. The symposium includes seven papers. J. Cieciuch's opening contribution, "Values and Personal Identity—Towards a Comprehensive Framework of the Relationships," sets the stage for the symposium when offering conceptual ideas on the linkage of value preferences and identity formation. Secondly, E. Daniel and colleagues, speak on "School Values and Student Attitudes and Behaviors". The paper shifts the focus to the adolescent years of identity formation. J. Belić contributes a paper titled "Negotiating Personal Values in a Complex Social World: Well-being Implications for Emerging Adults". The paper looks at the interaction of value preferences of emerging adults with the values of their social environment. K. Boehnke presents a paper on "Subjective

Perspectives on Value Transmission: Insights from a Multi-Wave Longitudinal Study". The paper offers data from a longitudinal study on values and value transmission in Germany in the period from 1999 to 2017. T. Ryabichenko and N. Lebedeva give a paper on "Acculturation Profiles and Psychological Adaptation of Russians in Georgia and Latvia". The paper focuses on the interplay between identities, acculturation preferences, and well-being of Russians in different contexts. R. Tecklenburg and M. Boehnke offer a paper on "Changing Values

Through Immigration? German Core Values in the Neighborhood Context." Their results shed light on the relationship between migration and value change in an immediate life context. P. Boski and M. Baran present a paper titled "Humanist Value Orientation and Dehumanization in the Context of Immigrant/Refugee Acceptance." The focus here is on the relationship between a humanist value orientation and attitudes towards acceptance of immigrants.

VALUES AND PERSONAL IDENTITY – TOWARDS A COMPREHENSIVE FRAMEWORK OF THE RELATIONSHIPS

Jan Cieciuch

University of Zurich (Zurich, Switzerland)

Values are usually defined as beliefs about the importance of transsituational goals. According to Schwartz's model (Schwartz, 1992), values form a circular structure. As every circular model, the Circle of Values can be also described by using some basic dimensions (like for example values with a personal- focus vs. values with a social focus and self-protecting values vs. growth values). Personal identity in personality and developmental psychology is usually seen as a cognitive structure that defines oneself, pointing out what is most important in the self-definition of oneself and describes how a person answers to the question 'Who am I?'. In the Erikson-Marcia tradition, two main dimensions are usually differentiated that are the basis for shaping personal identity: exploration and commitment. Several models were developed to describe how the personal identity is shaped and how does it operate based on these dimensions, like for example Marcia's identity statuses model (Marcia, 1966), the model of three identity-processing styles (Berzonsky, 1989), the three-dimensional model of identity formation

(Crocetti, Rubini, & Meeus, 2008) or the model of five identity processes (Luyckx et al., 2008). Recently the Circumplex of Identity Formation Modes was proposed that aims at integrating many models of personal identity formation in the Erikson-Marcia tradition (Cieciuch, Topolewska, 2017). Interestingly (1) both definition of values and identity use the category of the importance and (2) both the Circle of Values and the Circumplex of Identity Formation Modes are circular models where two basic dimensions can be differentiated. However, to date very, little research was done to integrate knowledge on personal identity and knowledge on values. During the presentation we (1) propose a theoretical framework for possible integration of the Circle of Values with the Circumplex of Identity Formation Modes within a broader model of personality: The Circumplex of Personality Metatraits (Strus, Cieciuch, 2017) that enables the integration of various constructs and models developed within many sub-disciplines of psychology and (2) present empirical data that shows the usefulness of this integration.

SCHOOL VALUES AND STUDENT ATTITUDES AND BEHAVIORS

Ella Daniel

Liat Akerman

Naama Jaffe Dadosh

Tel Aviv University (Tel Aviv, Israel)

Values are broad motivational goals that describe desirable end states (e.g. achievement, creativity; Sagiv & Roccas, 2000; Schwartz, 1992). Values of organizational are important characteristics of organizational cultures, directing norms, regulations, and behaviors (Arieli, 2017). Importantly, one study found that schools may be differentiated by their values, and these values guide behaviors within the school (Daniel, Hofmann-Toufigh, & Knafo, 2013). School values are especially important given the role of schools in education and cultural transmission. However, little is known regarding school values and their role in directing student behavior. The current study investigates school values, measuring them using two mediums: declared school vision statements, and values of teachers in the school. In Study 1, N = 95 school vision statements were collected from school websites and coded for value content. Weak Confirmatory Multi-Dimensional Structure Analysis (MDS) indicated that school values are inter-related similarly to individual values, as described by the value theory of Schwartz (1992). Values most important in school vision statements were self-direction, benevolence, and security. Values least important in school vision statements were hedonism, power, and stimulation. Religious

schools valued universalism less, and tradition more than non religious schools. In Study 2, teachers' values (N = 568 teachers, N = 51 schools), were measured using the Portrait Values Questionnaire (PVQ 40, Schwartz et al, 2001). School values were computed as the aggregate of values of teachers in the school. Values most important in schools were benevolence, self-direction, and universalism, and values least important were power, tradition, and stimulation. Pearson correlations indicated that students in schools characterized by power values were less socially involved, and had more negative relationships between students, and between students and teachers. Students in schools characterized by self-direction reported more tolerance and less exposure to indirect violence. Indirect violence was also associated with less benevolence and more tradition within the school. Last, the association between socio-economic status of students in the school and their grades in English and mathematics standardized tests were partially mediated by the tradition values within the school. The results suggest that values may be meaningful school-climate indicators, that predict student outcomes.

NEGOTIATING PERSONAL VALUES IN A COMPLEX SOCIAL WORLD: WELL-BEING IMPLICATIONS FOR EMERGING ADULTS

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Klaus Boehnke

Bremen International Graduate School of Social Sciences (BIGSSS) (Bremen, Germany)

According to Jeffrey Arnett, emerging adulthood is a newly arisen life period in which young people (18–29) tend to explore possibilities rather than settle. While exploring, emerging adults are engaging with many different social contexts in which they simultaneously try to establish, question, and reestablish their identity and values as the core aspect of it. Every social context privileges expressing certain values and/or punishes expressing the conflicting ones, which makes having values congruent with one's environment psychologically desirable (i.e. person-environment fit). However, reconciling the sometimes different values of the various environments we inhabit is demanding, and studies have not addressed the relationship between these complex negotiations with multiple, sometimes conflicting, environments, and subjective well-being. This presentation will therefore focus on the interaction of values of emerging adults with the values of their social environments with regard to their subjective well-being outcomes. To do that, the study investigated congruity of emerging adults' values

with their immediate social contexts (i.e. familial, scholastic, professional, romantic, and peer groups), differentiation of their value priorities across social roles they occupy, and the impact these two have on emerging adults' subjective well-being. The survey is conducted through a mobile application game designed and launched for these purposes. The sample consists of emerging adults from Serbia and the data collection process is still ongoing (planned N=500). Participants played the game and reported their subjective well-being, importance of different values for their immediate social contexts, and the importance of values for the social roles they play in these contexts. As preliminary results suggest, it is likely that congruence of values with social contexts contribute to emerging adults' subjective well-being depending on contexts' importance and function. However, so far we have found little support with regard to the relationship between value differentiation and subjective well-being. Implications of the results for emerging adults' identity will be discussed.

SUBJECTIVE PERSPECTIVES ON VALUE TRANSMISSION: INSIGHTS FROM A MULTI-WAVE LONGITUDINAL STUDY

Klaus Boehnke

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During the high time of the Cold War with its deployment of nuclear missiles by both super powers (US, Soviet Union) in the then divided Germany in the early to mid-1980s, a longitudinal study was started with a core sample of 241 youthful sympathizers and activists of the West German peace movement. On average participants then were 14 years of age (with a range from 8 years to 23 years). Between 1985 and 2017 ten waves of data gathering were undertaken, interspersed by 3 ½ years each. From Wave 5 (1999) onwards (participants were then on average 28 years of age), a measure of the ten original Schwartz values was included in the study's questionnaire. Participants were asked to indicate their preferences with regard to one item for each value selected from the original Schwartz Value Survey. They were also requested to indicate how they perceive their parents', their friends' and their partner's preferences for the very same values. The data set, thus, allows engaging in cross-lagged panel analyses to test whether there is a pattern of

transmission across time: Do perceived values of significant others influence own values at a later time? Do own values relate to perceived value preferences of significant others at a later time? Obviously, data allow quasi-causal interpretations, as these are real longitudinal data. At the same time, all data come from one source, the originally peace-prone participants of the study. This means that all findings only pertain to subjective perceptions of the value preferences of significant others and oneself. However, according to the Thomas theorem ("What is perceived to be real is real") these subjective perceptions may very well reflect real transmission. Empirical results suggest that typically friends seem to be perceived as closest to one's own values, with parents typically second and the partner least similar. As for 'causation,' perceived parental values seem to have more impact on later value preferences of the self than vice versa. Implications of these findings for value transmission research will be discussed.

ACCULTURATION PROFILES AND PSYCHOLOGICAL ADAPTATION OF RUSSIANS IN GEORGIA AND LATVIA

Nadezhda Lebedeva

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The study examines the relationships of acculturation profiles and psychological adaptation of Russians in two post-Soviet countries: Georgia and Latvia. Participants were 312 Russians in Georgia ($M = 31.11$; $SD = 14.57$) and 335 Russians in Latvia ($M = 43.16$; $SD = 21.22$). Using latent profile analysis that represented person oriented approach to different types of identity and acculturation preferences we identified three groups of individuals. The first group was identified as culture maintenance or exclusive acculturation group ($N = 125$). The second group ($N = 456$) consisted of biculturally oriented individuals. The third group ($N = 66$) represented a diffuse profile

($N = 66$) that combined individuals with medium scores in all parameters assessed. Subsequent ANCOVA analysis with region and group as independent variables, age and gender as covariates, and self-esteem as dependent variable revealed significant main effect of group. Region and group interaction was also significant. ANCOVA with satisfaction with life as dependent variable revealed significant main effects of region and group, while region and group interaction wasn't significant. The results are discussed from the perspective of the contexts of acculturation of Russians in the two countries.

CHANGING VALUES THROUGH IMMIGRATION? GERMAN CORE VALUES IN THE NEIGHBORHOOD CONTEXT

Rena Tecklenburg

Mandy Boehnke

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In Germany, the recent political and public discourse is marked by a discussion about a German "Leitkultur" and the boundaries of (cultural and social) integration. Among others, a fear of a decline of so-called core German values seems to have gained impetus with the increased number of refugees as migration waves in Germany, especially the recent refugee migration consist of individuals who were raised in cultures with different views on, e.g., gender roles, family structure (see also Boehnke, Deutsch & Boehnke, 2016). Against this background, our study aims to investigate the relationship between immigration to Germany and societal value change. Our study is especially interested in finding out whether value preferences in Germany changed over the last decades and whether possible changes are linked to immigration. First descriptive analyses for Germany show only moderate change of values

over the last three decades with value shifts towards secular values. As we assume a possible reason for the missing link might lie in the broad country level, we focus in this study on the municipal level. Using data based on a representative survey of over 2000 individuals in 78 of the 88 districts of Bremen we conduct a multilevel analysis to understand which factors determine value change most. One assumption is that a higher proportion of migrants in a district is accompanied by a shift towards values of the migrants' country of origin. The dependent variable value consensus (Schwartz and Sagie, 2000) will be based on data from the European Social Survey. Results will shed light on the relationship between migration and value change, extended by the comparison of value consensus of both, the country of origin and the country of residence.

HUMANIST VALUE ORIENTATION AND DEHUMANIZATION IN THE CONTEXT OF IMMIGRANT/REFUGEE ACCEPTANCE. MEDIATING ROLE OF AFRICAN ACTOR ACCULTURATION IN POLISH CULTURAL CONTEXT

Paweł Boski

Maria Baran

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Humanist orientation appears in cross-cultural literature on values in GLOBE (2004) project; it has also been researched in Polish culture context. Schwartz's self-transcendent values (Benevolence and Universalism) cover this axiological domain too. Humanism does not postulate a distinction between benevolent close relations and universalist prosocial approach though; rather, concern for others and forgiveness are its key constructs. A separate, but theoretically connected research field is that of dehumanization. Immigrants and refugees are often dehumanized in political rhetoric. It goes on logical grounds, that scoring high on humanism should attenuate outgroup dehumanization. What is important for our studies, Schwartz demonstrated that in morally inclusive cultures, personal universalist values predicted positive attitudes towards immigrants. The main goal of our project was to investigate the relationship between humanist value orientation, infra-/humane emotions attributable to Poles (ingroup) and Africans (outgroup), perceptions of an acculturating African actor in Poland, and attitudes towards acceptance of immigrants from recent, post-2015, wave. Studies were based on three national representative samples (N=3 300). First a new scale of Neo-Humanism was tested as a measuring device. It subsumes a

7-facet (e.g. forgiveness, prosocial sensitivity, charity, gentleness, friendship), one factor dimension of excellent psychometric qualities. Two scales of negative and positive consequences of immigrant acceptance were also prepared beforehand, during the peak of European crisis, 2015-2016. We used mixed methods in testing main research hypotheses. Next, to the three types of scales mentioned above, an experimental component was included. It consisted of three versions of a video, portraying acculturation of an African immigrant/sojourner residing in Poland. Our findings revealed: 1. A direct [Humanism → Immigrant acceptance] effect mediated by: 2. Positive (anti-dehumanizing) emotions attributable to out-groups (Africans); and 3. Favorable perception of a Polish-African acculturating video-recorded actor. 4. Ingroup members had also higher affective traits attributed by fellow Poles but with negative consequences for immigrant acceptance. Poland is known in Europe today for its government reluctance to accept immigrants. The paradox is that humanist values which prevail in this culture's landscape, and especially among religious people, favor opening the country's doors for people in need, and protect them from dehumanization.

PSYCHOLOGICAL BASIS OF INTERCULTURAL COMMUNICATION IN HIGHER EDUCATION

Elena Mahmutova

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Abstract body. In recent years there has been a shift in the theory of professional education, which has far-reaching implications. Intercultural dimension in professional culture of the future specialist is believed to be a very important issue. The ability of the specialists to ensure a shared understanding by people of different cultural backgrounds and identities is recognized as part of professional culture. They should be able to better understand, interpret and negotiate various phenomena in the sphere of their professional communication. Such phenomena as border-crossing and changing places give rise to plenty of research on the intercultural dimension in higher education. The academic adjustment of international students to the host culture and educational environment of the university is receiving increasing attention. Psychological, social and linguo-cultural kinds of adaptation of international students are being approached from different perspectives. The symposium assumes discussion of the psychological bases of cross-cultural communication in the higher education.

Press paragraph. The symposium is devoted to the psychological and pedagogical bases of cross-cultural communication in the higher education. Developing professional culture of the specialist in the students of different trends is a complicated process, as students should adjust to new university culture. The following subjects will be the main directions of discussion: specifics of acquisition of cross-cultural competence by students foreign affairs specialists (Makhmutova Elena), problem of internationalization of university education from use of english-language communication (Voyevoda Elena), empathy as a psychological phenomenon in the context of developing professional culture of the specialists and intercultural communication in their professional sphere (Kostikova Lidia), issues of development

of cross-cultural competence in students of specialty "Public and Municipal Administration" (Chuganskaya Anfisa), programs of development acceptance in the cross-cultural environment in vocational training of teachers: on the example of work of the Museum (Kotler Igor).

General summary of the Symposium. At the end of the 20th – beginning of the 21st centuries the development of globalisation processes and integration had an impact on education, which acquired a wide international dimension. Important professional quality of modern heads, teachers and managers [Voyevoda, 2016; Makhmutova, Valitova, 1997; Barrett, Byram., Lazar, Mompoin-Gaillard, 2014; Byram, Golubeva, Han, Wagner, 2017] became existence of cross-cultural competence. In teoretiko-methodological concepts of the analysis of modern processes of education at the higher school the importance of the concept "cross-cultural competence" is noted. In M. Barrett's works 14 main components of ethnocultural and cross-cultural competence were allocated. This model and methodologically close to it formed a basis for creation of empirical researches of cross-cultural competence at training of specialists of the different directions of the higher education. The purpose of a symposium is discussion of psychology and pedagogical mechanisms of development of cross-cultural competence when training students of the different directions. An important question of a symposium is presence of the general psychological and specialized for each of the directions of preparation of approaches to development of cross-cultural competence in students. So, the research conducted on students of the international relations is presented in Makhmutova E. report. Voyevoda E. opens a perspective of internationalization of education and questions of teaching programs in

English. Kostikova L. considers an empathy phenomenon in the context of psychological mechanisms of development of cross-cultural competence in students. Chuganskaya A. opens issues of development of cross-cultural

competence in students, future public servants. Kotler I. represents a research of programs on the basis of development of acceptance in the cross-cultural environment for teachers.

SPECIFICS OF ACQUISITION OF CROSS-CULTURAL COMPETENCE BY INTERNATIONAL RELATIONS STUDENTS

Elena Mahmutova

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Having carried out the teoretiko-methodological analysis of literature on models of ethnocultural and cross-cultural competence, we chose M. Barrett's model [Barrett, 2018] as the fullest and operationalized research model. Studying of differences in representation of cross-cultural competence of group of the Russian girls and young men who are getting higher education within the specialty connected with cross-cultural interaction became a main objective of a research. For realization of the purpose the following tasks were formulated: • To construct the plan of a research of ethnocultural competence within the Russian selection; • To choose the group of respondents answering a research objective; • To prepare necessary material for carrying out questioning and to interview respondents; • To carry out statistical processing of the obtained data; • To interpret the

obtained data and to draw conclusions. Within the plan of a research two analysis stages were formulated: 1. The analysis of components of ethnocultural competence within the generalized M. Barrett's model [Barrett, 2018] in group of girls and young men; 2. Specification of components of ethnocultural competence by factorization of empirical data of group of girls and young men for correlation of theoretical model of cross-cultural competence and features of structure of elections of the Russian respondents.

According to the purposes and tasks research hypotheses were formulated: Hypothesis 1: there are significant differences in components of ethnocultural competence of group of the Russian girls and young men of 18-19 years. Hypothesis 2: there are differences in factorial structure of ethnocultural competence of group of the Russian girls and young men.

EMPATHY AS A PSYCHOLOGICAL PHENOMENON IN THE CONTEXT OF DEVELOPING INTERCULTURAL COMMUNICATION OF STUDENTS

Lidia Kostikova

Ryazan State University (Ryazan, Russia)

In recent years there has been a radical shift in the theory of professional education, which has far-reaching implications. Intercultural dimension in professional culture of the future specialist in international relations is believed to be a very important issue. The ability of the specialists in international relations to ensure a shared understanding by people of different cultural backgrounds and identities is recognized as part of professional culture. They should be able to better understand, explain, comment, interpret and negotiate various phenomena in the sphere of their professional communication. Developing professional culture by performing intercultural training through foreign language teaching to future specialists in international relations is an urgent issue. In the modern world, education is seen as a crucial factor of social development and a "soft power" tool in global competition. The world community considers learning and teaching foreign languages as one of the values

of education because linguistic diversity is definitely an essential element of cultural diversity. The purpose of the study is to bring into prominence the issue of empathy, which is underrepresented in the theory of psychology and professional pedagogy and is underscored in the current foreign language teaching practices. The study is mainly based on observation and deals with cultural and linguistic patterns of empathy in the context of cross-cultural communication in the professional sphere at an English class. To analyze possible ways of developing university students' empathy as a part of their professional culture we drew our attention to literature. Analyzing texts of English fiction, many students can imagine the feelings of the character, possible difficulties, feelings and emotions, and become more empathetic. It is also interesting to see if the students are aware of their own level of empathy and how they can assess it.

INTERNATIONALIZATION OF UNIVERSITY EDUCATION AND PROBLEMS OF ENGLISH-LANGUAGE COMMUNICATION

Elena Voevoda

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For most of the students choosing English-language programs, this language of training is not native; for successfully mastering the program they need to have communicative competence in English.

It is evident that international students face problems of institutional, sociocultural, psychological, pedagogical and cognitive character connected with language barrier; differences in curricula; new corporate culture; new university requirements and rules; new forms of teacher–student communication; absence of research experience accepted in the host country; choice of research supervisor and topic of master thesis. A suggested list of potential research supervisors is sometimes regarded by students as restriction of freedom of choice, at the same time it is necessary to consider that at the initial stage of training, students experience difficulties in the independent choice of the supervisor.

International students do not always understand the meaning of this or that term and feel shy to ask their peers or the professor so as not to demonstrate their seeming language failure. One more difficulty for students is presented by research methodology. Students feel culturally confused when they face new requirements for structuring the paper, style of scientific prose, perception of terminology, etc.

We analyze the reasons that make lecturers refuse teaching courses in English and suggest that they need special advanced training other than training of lecturers at English language departments. Another problem that needs considering is selection and use of teaching materials and, what is more, creation of own teaching materials in English.

In conclusion, we argue that irrespective of all the difficulties, English language programmes create a possibility of broad exchange of scientific ideas and practical projects.

PROGRAMS OF DEVELOPING ACCEPTANCE IN THE CROSS-CULTURAL ENVIRONMENT IN THE TRAINING OF TEACHERS: ON THE EXAMPLE OF WORK OF THE MUSEUM

Igor Kotler

*Museum of Human Rights, Freedom and Tolerance
(New Jersey, USA)*

Recently in the USA there was a new trend of the use of the word "acceptance" (acceptance) instead of "tolerance" (tolerance), meaning that Americans do not "stand" each other, and "accept". Together with it, in the United States the idea of "melting pot", melting copper, turns into the theory of "salad". "Salad" lives alone life while each its component has the right to a certain identity. In conclusion, it should be noted once again that the commission is public institution of the State of New Jersey which allocates funds for its maintenance. Staff of New Jersey created this commission to carry out the education act in the field of the Holocaust and genocide and results of the embodiment of this idea are obvious. A large number of school students and students of colleges get acquainted with this tragic page of history of mankind that helps to grow up people tolerant, respecting others, regardless of their skin color, religion, nationality and all other features. The State of New Jersey is the most densely populated and one of the most multinational states of the USA, by results of a population census of 2010 live 8.8 million

inhabitants, the speaking more than 130 languages and having various racial, ethnic, religious and cultural origin here. The Museum of human rights headed by me, freedoms and tolerances which is a part of the centers supervised by the commission in 2013 held a seminar in the Bloomfield school district for teachers. In a seminar we mentioned different aspects on the subject interesting us and gave two lectures: one about the Holocaust and the second about the Armenian genocide. During preparation of our program, during its carrying out and during discussion of results, we were once again convinced what serious significance teachers attach to the Holocaust subject as instrument of education of tolerance among pupils. And it is clear: the racial structure of high school includes Bloomfield 30% belykh, 30% of black, 30% of Spanish-speaking and 10% – Asians. By the way, the Jewish pupils at school very insignificant quantity that once again shows that the Holocaust subject became all-American long ago.

DEVELOPMENT OF CROSS-CULTURAL COMPETENCE IN STUDENTS OF SPECIALTY "PUBLIC AND MUNICIPAL ADMINISTRATION"

Anfisa Chuganskaya

*Institute of problems of artificial intelligence, RAS
(Moscow, Russia)*

Modern society is filled with various transformational processes. Migration of people between continents and in the countries reaches the considerable sizes. In Russian Federation, [The general results of population shift of Russia (updating of 19.05.2017)] the number of the arrived people made 4.13 million in 2016 within Russia, among them 2.04 million people – in regions and 2.089 million from other regions of our country. From foreign countries in 2010 to Russian Federation there arrived 0.191 million people (3 times less, than in 2016). This clearly demonstrates the level of importance of issues of ethnocultural dialogue and understanding of cultural values of the people in society [Chuganskaya, 2009].

We addressed the analysis of professional activity of public servants in Russia. Public servants act as professional group in which direct work activity is mediated by moral criteria, social norms, humanistic values. There is a significant influence of values in professional activity of public servants. On the one hand, it is

personal values of each of representatives of the public servants. And this personal factor makes a contribution to a way of implementation of professional activity. On the other hand, it is valuable standards which are set by the most professional activity of public servants.

In earlier conducted investigations on identification of the factors affecting valuable structure of representations of public servants in regions of Russia it was revealed that government employees with length of service less than 1 year are focused on satisfaction of personal interests, are purposeful, rational, they have low indicators of tolerance. Government employees with an experience more than 10 years are directed to constructive interaction, are tolerant to other views. It is expedient to note the importance of understanding of the valuable components caused by ethnocultural features as one of the competence of public servants.

PSYCHOSEMANTIC RESEARCH IN STUDYING PERSONALITY

Olga Mitina

Victor Petrenko

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. Symposium brings together researchers representing 3 different countries and working in the field of cognitive psychology that studies psychosemantics (attribution of meaning). Presentations will report results of experimental studies that investigated the impact of individual differences including clinical conditions, cognitive abilities and personality traits on semantic perception.

Press paragraph. The present research is conducted within the conceptual framework of psychosemantics. Drawing from findings in language and thought research and deriving methodological insights from the works of Charles Osgood and George Kelly, psychosemantics seeks to describe and explain systems of meanings, both individual and collective. The psychosemantic approach acknowledges the existence of subconscious, implicit categories of perception, thus allowing to overcome the limitations of traditional self-report methods. Shulamith Kreitler, Israeli psychologist, educator. Achievements include research in psychooncology, theory of cognitive orientation, the system of meaning; research in theory of the experiencing of art. Olga Mitina, works in Lomonosov Moscow State University, dept. of Psychology. Fields of interests: psychosemantics, quantitative psychology, synergetics, psychodiagnostics, cross-cultural psychology, political psychology. Nina Nizovskikh, works in Humanitarian State University, dept. of psychology, Kirov. Field of research: psychosemantics, personality, adolescence and youth psychology, values. Victor Petrenko, member of Russian Academy of science, chief of Laboratory in Lomonosov Moscow State University, dept. of Psychology. Fields of interests: psychosemantics, psychology of religion, art psychology, problems of consciousness.

William Sulis, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada. Fields of interests: Collective Intelligence, Collective Dynamics, Synchronization in Complex Systems, Mathematical Psychology, Study of Unconscious and Context Dependent Process in Psychotherapy and Dementia. Irina Trofimova, Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada. Fields of interests: neuroscience, synergetics, psychometrics, temperament, cognition, clinical psychology.

General summary of the Symposium. Symposium brings together researchers working in the field of cognitive psychology that studies psychosemantics (attribution of meaning). Presentations will report results of the following studies: 1)The method "Fairy Semantic Differential", during which a respondent should assess a number of fairy-tale characters according to a set of personal characteristics, is designed for the individual work of a psychologist with children 4–10 y.o. An analysis of the child's attitude to fairy-tale characters allows us to determine indicators which characterize the level of cognitive complexity in interpersonal perception, the degree of socialization. 2)The study of sex and temperament-related biases in attribution of meaning to most common words used Projective Semantic method, i.e. analysis of estimations of chosen neutral/abstract concepts and basic adjectives bipolar scales. Analysis was conducted using 24 contrast temperament groups, as well as contrast sex groups using Canadian, Russian and Chinese samples. Individual, gender and cultural differences were found. Sex and temperament biases in meaning attribution indicated a possible contribution of biological factors in people's semantic perception and this supports embodiment in cognition theory. 3)FET framework is based on the neurochemical model Functional Ensemble of

Temperament, presenting consistent individual differences as deriving from the interplay between neurotransmitter systems. Using perspectives from psychiatric practice and previous studies, this presentation links the action of dopamine system to attribution of significance and the action of serotonin system to the subjective feeling of capacities. When these systems go out of balance, symptoms of psychosis and depression are reported. 4) Approach of S.Kreitler will be presented in 3 different studies. One dealt with a cognitive task-planning. Three planning tasks and the Meaning Test were used. The 2nd study dealt with a personality trait – extraversion. 5) extraversion

scales and the Meaning Test were used. The third study dealt with an emotion – anxiety. The Meaning Test and two anxiety scales were used. The findings yielded a set of meaning variables related significantly positively or negatively with the target variable and demonstrated the role of meaning in cognition, personality, emotions. 5) In the N.Nizovskikh study analysis of value-motivational structure was done. The psychosemantic study of life principles allowed comprehensively exploring the internal personality position. For these purposes personal motives were attributed to life's principles of personality.

“FAIRY SEMANTIC DIFFERENTIAL”: THE METHOD AND RESULTS OF USING

Olga Mitina

Victor Petrenko

Tatiana Menchuk

Lomonosov Moscow State University (Moscow, Russia)

Mahbuba Iskhakova

Branch of Lomonosov Moscow State University in Tashkent (Tashkent, Uzbekistan)

The method “Fairy Semantic Differential”, during which a respondent should assess a number of fairy-tale characters according to a set of personal characteristics, is designed for the individual work of a psychologist with children 4–10 years old. Personality characteristics, according to which the characters are evaluated, are formulated in terms understandable to young respondents, i.e. these are the words that parents, teachers use when dealing with children of this age. The set of personages can change depending on popularity among children. An analysis of the child's attitude to this or that fairy-tale character allows us to determine the specificity of his (her) moral-value sphere. The method also allows evaluating of real adults, who are significant for the child (parents, teachers, etc.) Comparison of fairy-tale characters' ratings with those of a significant adult makes it possible to reveal the specifics of the child's attitude to this adult. An analysis of the child's attitude to this or that fairy-tale character allows us to determine quantitative indicators that can be calculated using the data of the answering the questionnaire. These indicators characterize the level of cognitive complexity in interpersonal

perception, the degree of socialization, self-esteem. Several formulas for calculating these indicators will be presented. For each indicator normative intervals are calculated. These intervals allow making conclusions about level of cognitive complexity and socialization for a subject during personal counseling. The results of cross-cultural studies conducted in Moscow, Tashkent and Baku among children 4–10 years old will be presented. 900 children took part in the research in three countries. In all countries age dynamics of these indices were analyzed. There were some general and some specific results determined adult-child relations which take place in the countries. It was shown that the cognitive complexity of interpersonal perception, determined by the method “Fairy Semantic Differential” is significantly higher among girls, socialization increases with age, is significantly higher among girls than among boys. Self-esteem has two aspects: self-acceptance and critical attitudes. The last one has tendency increase with age. Examples of individual semantic space will be presented. Funded by grant RSF № 17-18-01610.

MEANING: ITS NATURE AND PSYCHOSEMANTIC FUNCTIONS

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The purpose is to describe the theory of meaning by Kreitler and Kreitler and to illustrate its functions in cognition and personality. Meaning is defined as a pattern of cognitive contents, focused on a referent, and characterized by a set of specific variables (called meaning variables) describing the contents, type and form of relations between the referent and the contents, forms of expression and referent shifts. Major assumptions are that meaning is communicable, complex, includes a lexical-interpersonal part and a subjective-personal part, and that individuals differ in their tendencies to use the meaning variables. The variables used characteristically by an individual can be assessed by the Meaning Test and constitute the individual's meaning profile. The major hypothesis of the presented studies is that the individual's meaning profile is related to cognitive functioning and personality traits. Three studies will be presented briefly. One

dealt with a cognitive task- planning. The 120 participants were administered three planning tasks and the Meaning Test. The second study dealt with a personality trait – extraversion. The 100 participants were administered five extraversion scales and the Meaning Test. The third study dealt with an emotion – anxiety. The 82 participants were administered the Meaning Test and two anxiety scales. The interrelations between the meaning profile and the target variables were analyzed by correlations and analyses of variance. The findings yielded a set of meaning variables related significantly positively or negatively with the target variable – planning, extraversion, or anxiety. The sets of meaning variables related to planning, extraversion or anxiety provided insights into the nature and functioning of these target variables and demonstrated the role of meaning in cognition, personality, and emotions.

THE STUDY OF THE «INTERNAL PERSONALITY POSITION»: PSYCHOSEMANTIC METHOD

Nina Nizovskikh

Vyatka State University of Humanities (Kirov, Russia)

The concept of "internal personality position" is one of the system-forming of the notion of V. S. Mukhina's concept on the phenomenology of the development and existence of the personality. The internal personality position is determined by "bodily sense of self, an experience of connectedness of body, psyche and spirit, as well as the sense of personality inherent in man" (Mukhina, 2008). The life principles as a means of self-development (Nizovskikh, 2010) correlation with the concept of the "internal personality position". The psychosemantic study of life principles allows to comprehensively explore the internal personality position. For these purposes we use the psychosemantic method of the attribution the motives to the life's principles of personality (N. Nizovskikh, V. Petrenko). The essence of the method: the construction of the semantic space on the basis of the procedure attributions by the respondents the motives to the own life's principles. The respondents rating each of their principles of life in terms of their possible motives by using the six-point scale. The formation of the scale of

measurement is as follows: the participant formulates the own life's principles (in the quantity of 35). After that, respondents rate in points how much they follow each life principle by virtue of one or another motive: "a material interest", "love to another person", "self-development", "the fear of condemnation by others", "because of religious beliefs", etc. There is a total of 50 recorded motives. The matrix of individual data (35x50) is processed by using the factor analysis. Number of received factors shows cognitive complexity in the field of "philosophy of life" of person. The content of the obtained factors reflects the characteristics of the inner position personality of the respondent's. The interpretation of the content of the extracted factors, the construction and analysis of the semantic spaces, the advisory interviews with respondents are the important parts of the study. The longitudinal studies of the internal personality position, carried out at intervals of 5-10 years, are of interest for understanding the genesis of the individual.

SEX AND TEMPERAMENT BIASES IN MEANING ATTRIBUTION

Irina Trofimova

McMaster University (Hamilton, Canada)

The aim of the study was to investigate sex and temperament-related biases in attribution of meaning to most common words. Projective Semantic method using estimations of neutral/abstract concepts and basic adjectives bipolar scales (similar to Osgood Semantic Differential method) was applied in 24 contrast temperament groups, as well as contrast sex and age groups using Canadian, Russian and Chinese samples. Males in all three samples attributed more positive estimations to sensational concepts and more negative estimations to

routine- or reality-related concepts, in comparison to females. People with stronger endurance and tempo, and with higher emotionality differed dramatically from other temperament groups.

Cultural differences were also found. Sex and temperament biases in meaning attribution indicate a possible contribution of biological factors in people's semantic perception and this supports embodiment in cognition theory. It also shows deficiency of lexical approach methods in studying structure of psychological individual differences.

COGNITIVE BIASES RELATED TO PSYCHOSIS AND DEPRESSION: FET PERSPECTIVE.

William Sulis

McMaster University (Hamilton, Canada)

The neurochemical model Functional Ensemble of Temperament (FET) summarized neurotransmitter's functionality in terms of regulation of consistent behavioural patterns. This model highlighted the role of dopamine in assigning priorities to behavioural elements, which, in pathology of semantic perception, might emerge as psychosis and paranoia. The FET model also described the role of serotonin in endurance and the role of opioid receptor

systems in emotional dispositions – i.e. the systems implicated in depression. this presentation reports literature review of the findings on the links between neurochemical systems implicated in psychosis and depression, and how it affects semantic perception of individual. the reported findings are based on the studies in clinical psychology, psychiatry and neurochemistry and support the FET hypothesis

PSYCHOSEMANTIC ANALYSIS OF DANCER'S IMAGE AMONG REPRESENTATIVES OF DIFFERENT DANCE STYLES

Olga Mitina

Mirzhalol Mirsaidov

Lomonosov Moscow State University (Moscow, Russia)

In the study the categorial structure of perception of dancer image among various dance styles representatives and its features were described. The study involved dancers with at least 3 years of dance experience between ages of 16-38 years, for whom dancing was dominant activity, formally or informally. The following methods of data collection were used: 1. Psychosemantic method of multiple identifications to find out the categorial structure of dance phenomenology perception; 2. Psychosemantic method of multiple identifications using Sh. Schwarz's Portrait value questionnaire as list of primary items; 3. Life satisfaction scale – identifying the indicator of life satisfaction level; 4. FAD-Plus, determining scores in Fatalistic Determinism, Free Will, and Unpredictability; 5. Procrastination questionnaire; 6. Sensations seeking scale; 7. "Dark triad". Results: We revealed stereotypes and autostereotypes representations belonging to dancers of various dance styles about the value systems among their colleagues in the same dance style or other ones. Classical ballet dancers rate themselves as very conformal. Their inner position was confirmed by outside opining which was got from Representatives of other dance styles. On the

scale of "Conformism, rules" and "Adherence to traditions", contemporary dance representatives are rated by all dancers as less conformal and not adhering to traditions. Representatives of folk dance consider classical ballet to be the most immodest dance, compared to the estimates of other dance styles representatives. Representatives of classical ballet evaluate themselves as quite modest, compared to dancers of other styles. This, we believe, is due to the popularization of other dance styles through the media in a different way compared to classical ballet. Classical ballet acts as a more restrained, sophisticated and elite dance style, which, in our opinion, influences the perception of ballet dancers as less modest and restrained. Representatives of classical ballet demonstrate an inverse correlation of such scales as "procrastination", "independence of thought", "independence of actions" with the scale "psychopathy", and also the indicator "psychopathy" negatively correlates with the scale "life satisfaction". Representatives of ballroom dancing believe that the level of personal safety positively correlates with the level of narcissism. Funded by grant RSF № 17-18-01610.

PLASTICITY IN THE REPRESENTATION OF ONE'S OWN BODY AND ITS SURROUNDING SPACE: ADAPTIVE AND MALADAPTIVE EFFECTS

Cari-Lène Mul

Flavia Cardini

Jane Aspell

Eleonora Vagnoni

Anglia Ruskin University (Cambridge, United Kingdom)

Ana Tajadura-Jimenez

Universidad Carlos III de Madrid (Madrid, Spain)

Abstract body. Our ability to maintain a coherent sense of bodily self despite continuous changes within and outside our body relies on the highly flexible multisensory representation of the body, and of the space surrounding it. The flexibility of these representations is crucial to adequately interact with the external world. This symposium will show recent results on how these representations flexibly change: (a) during pregnancy, (b) as a function of one's own attachment style, (c) in people with autism spectrum disorders and (d) by the induction of body illusions. Importantly, the symposium will also present cases of disrupted bodily representations – such as in people suffering from eating disorders and chronic pain – and will demonstrate that, thanks to its high plasticity, a coherent bodily representation can temporarily be 'restored' or reset through the use of multisensory body illusions, improving participants' body image and reducing their experience of pain.

Press paragraph. In the symposium each speaker will provide new insights about the plasticity of the multisensory representation of the body, and of the space surrounding it, the Peripersonal Space (PPS). Ms Mul, is a final year psychology PhD student. She will present two studies providing evidence for differences in interoceptive processing and multisensory bodily representation in autism. Dr Cardini is a Cognitive Neuroscientist, interested in the neural changes during pregnancy. Her talk will shed light on the adjustment of the PPS boundaries throughout pregnancy. Dr Vagnoni is a Cognitive Psychologist whose research is mainly focused on the effects of emotion in shaping the PPS. Her talk will unveil how the distinction between peripersonal and extrapersonal space is

modulated by our attachment style. Dr Aspell is a Cognitive Neuroscientist and will present evidence for distortion of body representation in chronic pain patients. Specifically she will discuss how, by altering body representation through multisensory illusions, patients' experience of pain can be reduced. Dr Tajadura-Jimenez's research combines perspectives of psychoacoustics, cognitive neuroscience and human-computer interaction. She will present their work focusing on understanding how sound-based technologies could be used to alter people's perceptions of their body, their emotional state and their motor behaviour patterns.

General summary of the Symposium. The perception of one's body as one's own – the so-called sense of body ownership – is an essential feature of human experience (Graziano & Cooke, 2006). Research on self-consciousness shows that the feeling of body ownership, as well as the sense of being located within the boundaries of that body, is fundamentally underlined by a congruent and cohesive integration of different sensory inputs into a multimodal mental representation of one's own body (Blanke, 2012). On one side our brain shows a great ability to maintain a coherent and consistent sense of bodily self despite continuous changes occurring within and outside our body. This reflects the high plasticity that characterizes the neural representation of the body and of its surrounding space, the

Peripersonal Space (PPS). In line with this assumption, neuropsychological, neuroimaging and behavioural data have highlighted the presence of both slow, long-term neuroplastic changes that are associated with expertise, or

that simply reflect developmental processes, and more rapid updates of the body representation that occur during the continuous interaction with the external world. However, this high plasticity in the mental representation of one's own body can have maladaptive effects. Indeed, it has been shown that when the brain attempts to integrate incongruent information about the body, a distortion in its neural representation might occur. Under extreme circumstances, this alteration can eventually induce chronic pain.

This symposium aims at first, presenting behavioural and electrophysiological findings showing adaptive and maladaptive changes in the representation of one's own body and of the PPS. Second, given the multisensory nature of our sense of body ownership, the symposium will show how multisensory bodily illusions could be used to restore coherence in a previously disrupted bodily representation, both in people suffering from eating disorders and in those suffering from chronic pain.

THE HEARING BODY: SHAPING MENTAL BODY-REPRESENTATION WITH SOUND FOR EMOTIONAL AND PHYSICAL HEALTH

Cari-Lène Mul

Anglia Ruskin University (Cambridge, United Kingdom)

Ana Tajadura-Jiménez

Universidad Carlos III de Madrid (Madrid, Spain)

People, through their bodily actions, receive sensorimotor information which their brain integrates to form mental representations of one's body appearance and capabilities. Auditory contributions to mental body-representations, and the subsequent impact on behaviour and bodily feelings, remain largely unexplored. In our recent studies we showed that sound feedback on one's actions can alter body-representation, and in turn enhance positive emotions and change motor behavior. For instance, we demonstrated that altering walking sounds leads people to perceiving themselves as thinner/lighter, happier and walking more dynamically. We will present three subsequent studies where we investigated potential opportunities of this sound-driven bodily illusion to support wellbeing or therapy in three different populations/contexts: exertion in healthy population (study 1; N=37); and distortions of body-representation in people with eating disorders (study 2; N=15) and in people with complex regional pain syndrome (study 3; N=12). We asked participants to use a gym step (Study 1) or walk in place (Studies 2 and 3) under three real-time manipulations of their walking sounds differing in frequency spectra: Low frequency

"heavy" condition, High frequency "light" condition and Control condition. We measured changes in body-representation with a body visualizer tool, by monitoring gait, and with a questionnaire on bodily feelings. For these three measures we analysed the main effect of the within-subject factor sound condition. Findings: Results from Study 1 demonstrated how altered footsteps not only affect people's body perception, bodily feelings and patterns of physical activity during simple walking but also during exertion exercise: participants represented their bodies as thinner in the high frequency "light" sound condition, with associated changes in gait (applied force, stance time, acceleration, cadence) and bodily feelings (feeling quicker, lighter, feminine, finding exercise easier). Results from Study 2 and 3 with participants with clinical distortions in body-representation suggest that sound feedback may have an effect on the represented body, but the effect varies with type of body distortion and body image concern. We will discuss these results in terms of malleability of body-representations and highlight the potential opportunities for enhancing body-representation in clinical conditions and people's adherence to physical activity.

DIFFERENCES IN INTEROCEPTIVE PROCESSING AND BODILY SELF-CONSCIOUSNESS IN AUTISM

Cari-Lène Mul

Flavia Cardini

Jane Aspell

Anglia Ruskin University (Cambridge, United Kingdom)

The most basic sense of self – bodily self-consciousness – arguably arises from interoceptive processing and multi-sensory integration. Previous research has indicated differences in sensory processing and self-processing in Autism. We investigated if there are differences in interoceptive processing and bodily self-consciousness due to multisensory integration differences in autism. Study 1 investigated interoception with a self-report measure, interoceptive accuracy with a heartbeat perception task, and a neural index of interoception – the heartbeat evoked potential – measured with EEG, in 21 participants with high-functioning Autism and 25 healthy control participants. Study 2 investigated bodily self-consciousness with 2 multisensory paradigms, the full body illusion and an audio-tactile peripersonal space task, in 22 participants with high-functioning Autism and 29 healthy control participants. Results of study 1 showed that participants with autism had significantly lower self-reported interoceptive awareness on the dimension of attention regulation of the Multisensory Assessment of Interoceptive Awareness questionnaire, significantly lower

accuracy when counting their own heartbeats without having a finger on their pulse, and their heartbeat evoked potential showed a significantly less pronounced negative amplitude during the time window of 200ms to 350ms after the QRS-wave of their heartbeat in the central region of the brain. Results of study 2 showed that participants with autism were significantly less susceptible to the full body illusion than control participants in terms of self-location and self-identification. Only control participants experienced the illusion on these measures, but participants with autism did not. Participants with autism showed a significantly smaller peripersonal space with a sharper (steeper) boundary than control participants. These results suggest that people with autism have attenuated interoceptive abilities and altered bodily self-consciousness due to differences in multi-sensory integration. These differences occur on multiple levels of interoceptive processing and different multi-sensory modalities. They may provide additional explanations for certain behaviours and characteristics seen in people with autism.

EVIDENCE FOR ALTERED BODY REPRESENTATION IN CHRONIC PAIN PATIENTS

Cari-Lène Mul

Jane Aspell

Anglia Ruskin University (Cambridge, United Kingdom)

Chronic pain is a growing health concern but is notoriously hard to treat and poorly understood. Given evidence that pain experience is linked to multisensory integration of body signals, there is interest in using body ownership illusions for reducing chronic pain. In the present study, we investigated whether patients' experience of chronic pain could be reduced by full body illusions (FBIs) that cause participants to dissociate from their own body.

Eighteen participants with a range of chronic pain conditions (including sciatica, osteoarthritis, fibromyalgia, muscular pain, IBS and back pain) viewed their own 'virtual' bodies via a video camera and head-mounted display for two minutes. In the 'back-stroking FBI', their backs

were stroked with a stick while they viewed synchronous or asynchronous stroking on the virtual body and in the 'front-stroking FBI', they were stroked near their collarbone while viewing the stick approach their field of view in a synchronous or asynchronous fashion. Illusion strength and pain intensity were measured with self-report questionnaires. We found that full body illusions were experienced by patients with chronic pain and further, that pain intensity was reduced by an average of 37% after illusion (synchronous) conditions. These findings add support to theories that high-level multisensory body representations can interact with homeostatic regulation and pain perception. These data demonstrate the potential of such illusions for the management of chronic pain.

MATERNAL BRAIN GAIN: ENLARGED REPRESENTATION OF THE PERIPERSONAL SPACE IN PREGNANCY

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Our ability to maintain a coherent sense of self despite continuous changes occurring within and outside our body stems from the high plasticity that characterizes the neural representation of the body at multiple time scales. Plastic changes can also occur in the representation of the space immediately surrounding our body: the so-called peripersonal space (PPS), i.e. the interface between the body and the environment (Rizzolatti et al., 1997).

This special region of space is constantly monitored by the brain because only within its boundaries can we reach and act upon objects. Recently, it has been shown that the boundaries between far and near space are highly flexible. A critical stage in life, when extremely rapid and noticeable changes in body size and shape occur, is pregnancy. Given the magnitude and rapidity of the bodily changes occurring during pregnancy, we expected them to be coupled with a likewise rapid plastic reorganization of the neural representation of the body and its surrounding space. Therefore, in the present study we used a

well-known audio-tactile task adapted from Canzoneri et al. (2012) to measure the PPS boundary in a group of pregnant participants three times: at their 20th gestational week (N=37), at their 34th gestational week (N=28) and 8 weeks postpartum (N=20). In order to rule out any effect of task repetition, a control group of non-pregnant women was tested at the same time intervals (N=19, N=17, N=15 respectively). By running, for each testing session, a mixed ANOVA we compared the PPS boundary across the two groups. Results show that at the beginning of their pregnancy and a few weeks after giving birth, pregnant women did not show differences in their PPS size as compared to the control group. Interestingly however, at the advanced stage of pregnancy, the PPS of pregnant women was larger than the controls'. We therefore conclude that during pregnancy our brain adapts to the sudden change in body size and shape, by expanding the representation of the space around us, possibly in order to protect the vulnerable abdomen from bumping against objects.

THE INFLUENCE OF ATTACHMENT STYLE ON THE DIFFERENTIATION BETWEEN PERIPERSONAL AND EXTRAPERSONAL SPACE

Cari-Lène Mul

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The brain represents the space close to the body, termed as peripersonal space (PPS) (Rizzolatti, Scandolaro, Matelli, & Gentilucci, 1981), differently from the space far from it, the extrapersonal space. PPS represents the space within which we grab and manipulate objects without moving towards them, but also a bubble around our body that creates a margin of safety relative to approaching dangers (Graziano & Cooke, 2006). The space around our body is also the space where interactions with others occur. Recently, the role of social context and social interactions have begun to be examined in relation to the PPS representation (Heed, Habets, Sebanz, & Knoblich, 2010; Teneggi, Canzoneri, di Pellegrino & Serino, 2013). However, given that the perception of social variables themselves may depend on individual differences or, prior beliefs about interpersonal relating (von Mohr and Fotopoulou, 2018), we examined whether key individual differences (dispositional factors) about such beliefs moderated our effects. One influential way of conceptualizing such individual differences is adult attachment style, which according to attachment theory (Main et al. 1985) consist of

internal working models of relationships based on early experiences with the caregiver, which remain relatively stable across the lifespan (Waters et al. 2000). Method 48 female participants were asked to complete a visuo-tactile task (adapted from Canzoneri et al., 2012). Half of the participants completed the social version of PPS task (with a person sitting in front of them), whereas the other half completed the non-social version of the PPS task. At the end of the task participants were asked to complete the Experiences in Close Relationships-Revised (ECR-R; Fraley et al., 2000). Multilevel modelling showed that attachment style influences the segregation of PPS and extrapersonal space differently in the social versus non-social condition. Participants with higher attachment anxiety, differentiated less between PPS and extrapersonal space in the social condition. Given that higher attachment anxiety is characterized by worrying about rejection/abandonment (Ravitz et al., 2010), we speculate that the merging between PPS (self) and extrapersonal (other) space showed by participants with high attachment anxiety might underpin their need of closeness.

AGE FEATURES OF PSYCHOLOGICAL DIAGNOSIS IN CLINICAL PSYCHOLOGY

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Maria Aleksandrovich

Pomeranian University in Słupsk (Słupsk, Poland)

Susanne Schlüter Müller

Klaus Schmeck
Psychiatric University Hospitals Basel (Basel, Switzerland)

Mariia Zvereva

Mental Health Reseach Center (Moscow, Russia)

Abstract body. Significance of proposed symposium theme: it is necessary to observe general principles of psychological diagnostics in clinical psychology, working "independently" of age and in connection with growing up and aging features, requiring special adaptation to them. This concerns diagnostic ways, tools and methods in different age periods (procedure, temporary and other subtleties). Problems of diagnostics tools are common to all working in clinical psychology, regardless of country, exact specialty of worker, etc. Necessary to discuss both tasks that unite us (international, generally accepted tests, questionnaires), and special diagnostic tools, reflected needs of separate country concerning age, culture and psychopathology of persons. Key points in work of modern clinical psychologists are global transition periods – from preschool to school age, in adolescence and involution, associated with elderly and senile age. Discussion will be devoted to basic work methodology, multidisciplinary experience of clinical psychologists and physicians in anticipation of ICD 11.

Press paragraph. The symposium concerns problem of psychological aspects of age specify in diagnostic and treatment of patient with mental and psychopathological diseases. Therefor we invite psychologists and doctors to make their presentation devoted to different aspects of common theme. Age Specificity of Clinical and Psychological Diagnosis Natalia Zvereva PhD Federal State Budgetary Scientific

Institution Mental Health Research Center, Moscow State University of Psychology and Education, Moscow, Russia Irina Roshchina PhD Federal State Budgetary Scientific Institution Mental Health Research Center, Moscow State University of Psychology and Education, Moscow, Russia The Edinburgh Picture Test – a Tool for Measuring Reasoning Skills Of Preschool Children – in International Practice of Psychologists Maria Aleksandrovich, PhD Pomeranian University in Słupsk, Poland Joanna Kamykowska, PhD Pomeranian University in Słupsk, Poland. Early Intervention in Adolescent BPD Patients Susanne Schlüter-Müller, MD Psychiatric University Hospitals Basel, Switzerland. Early Detection of Adolescent Bpd According to the New Dimensional Models in DSM-5 and ICD-11 Klaus Schmeck, Prof. MD Psychiatric University Hospitals Basel, Switzerland. The Experience of Adaptation and Using of Adult Diagnostic Tools on the Adolescent Sample Mariia Zvereva, PhD Federal State Budgetary Scientific Institution Mental Health Research Center, Moscow, Russia Svetlana Voronova Federal State Budgetary Scientific Institution Mental Health Research Center, Moscow, Russia.

General summary of the Symposium. Symposium goal is to present problems of psychodiagnostic in clinical psychology and its branches in multidisciplinary common work in order to help people of differ ages with mental diseases. First presentation (Zvereva N, Roshchina I., Russia)

tells about main principles founded quality and quantity assessment of individual features patient on different stages of ontogenesis. Second report (Aleksandrovich M. Kamykowska J., Poland) connected with results of adaptation psychometric tool Edinburgh Picture Test (EPT) for assessment of intellectual operations of young children (5-8 years old) with different kinds of ontogenesis in Belarus, Russia and Poland. The main aim of presentation is to make a short overview of Edinburgh Picture Test (EPT) as tool for measuring reasoning skills of preschool children. Next two reports have been prepared by colleagues from Switzerland, they are MD in Psychiatric University Hospitals Basel. The first one (Schlüter-Müller S. Switzerland) is devoted to investigation and treatment of adolescents with BPD. She has adapted the basic psychodynamic treatment techniques of Transference Focused Psychotherapy (TFP) for use in adolescents in

integration with psychoeducation, family interventions and behavioral interventions according to approach AIT (Adolescent Identity Treatment). The next report (Schmeck K, Switzerland) concerns personality disorders in adolescence as medical conditions which need some diagnostic tools for assessment according to Alternative Model of Personality Disorders (DSM 5) and ICD-11. These are tests AIDA and LoPF elaborated in Switzerland and adopted in some countries. Last report is prepared by young Russian investigators (Zvereva M., Voronova S.). It tells about problems of adaptation different foreign tools from experimental and personality psychology to the purpose of clinical psychology of adolescents. The idea of symposium is to compare aging features in clinical psychodiagnostic. This way of discussion seems good.

AGE SPECIFICITY OF CLINICAL AND PSYCHOLOGICAL DIAGNOSIS

Natalia Zvereva

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Analysis problems of psychodiagnostics in clinical psychology ontogenetic aspect. Clinical psychology of the XX c has special interest in scientific research and testing procedures of young patients (first ontogenesis stages – childhood and adolescence). Many methods have been developed for diagnosing cognitive, motivational and personal sphere of patients with neuropsychic pathology in childhood. This clinical psychological diagnosis relies on Vygotsky concept of “social situation of development”. Development crises, leading activity, family specifics, training options, clinical features of disease, etc. are evaluated. Nowadays, boundaries of adolescence are expanding; subcultures are emerging that require differential diagnosis with abnormal development. On the other side clinico-psychological diagnosis of elderly patients is connected with the thesis of LS Vygotsky – “development never stops”. Many parameters concerning “social situation of development” in old age individual differences influence in cognitive and personality sphere in mental patient, components of the aging crisis, leading activities, compensatory mechanisms of personality, problems of adaptation to rapidly changing social conditions and experiencing a situation of uncertainty, social problems of

disability and so on) are not sufficiently studied. Tasks using in clinical and psychological diagnosis may be similar when working with patients of different ages. Comprehensive qualitative syndrome analysis of the results of clinical and psychological diagnostics in the work of a clinical psychologist is a necessary principle in working with patients of different ages (A.R. Luria, B.V. Zeigarnik). The same applies to combination of nomothetic and idiographic approaches into work of clinical psychologists. Psychological testing young and elderly patients have to take into consideration the prevalence of types of neuropsychiatric pathology in different ages (mental retard in early age, affective pathology and dementia in later age). Frequency of suicide increases significantly in adolescence and elderly/old age, which requires special work to prevention, diagnosis and rehabilitation. Some diagnostic techniques in clinical psychology can be used both in wide age range and special ones. In this diagnosis one must pay attention to combination of this two branches of diagnose and use adapted well-known international methods and techniques that take into account the cultural and historical specifics of the country.

EDINBURGH PICTURE TEST – TOOL FOR MEASURING REASONING SKILLS OF PRESCHOOL CHILDREN – IN INTERNATIONAL PSYCHOLOGICAL PRACTICE

Maria Aleksandrovich

Joanna Kamykowska

Pomeranian University in Słupsk (Słupsk, Poland)

Aim short overview of Edinburgh Picture Test (EPT) – measure reasoning skills of preschool children and assessment of using EPT by psychologists in Russia, Belarus and Poland. Content Original version of EPT (1985) was developed for use with children aged 6;6 to 8;3 and enables assessment of general reasoning ability (in the form of RQ – Reasoning Quotient) in children. EPT includes 5 subtests and each subtest includes ten tasks. So the test consists of 50 tasks plus eight training tasks. It takes approximately 25 minutes to do EPT tasks, and the entire test can take up to 1 hour. There are also approximate time frames for each subtest (from 2,5 to 6 minutes). EPT serves mainly for screening. Its reliability was considered high ($\rho_{KR20} = 0.892$). During adaptation of EPT in Belarus test expands age norms to 5;0-8;3 (Aleksandrovich, 2004). Adaptation process also revealed that test can also be used to assess particular intellectual operations of older preschoolers, although the English version does not offer this option. Reliability of this adaptation was evaluated using the alternative version method ($\tau_{xy} = 0.86$, $p = 0.001$). Tool's validity was also considered high. Process of EPT adaptation

in Poland (Aleksandrovich, Kamykowska, 2017) shown, that EPT is valid (medium and high correlation -r Pearson- between the subtests of EPT) and reliable tool (α Cronbach was close to 0,8 in all the subscales, excluding subscale 2. Classification), which can be used to assess particular intellectual operations of older preschoolers. Psychologists of Russian, Polish and Belarusian confirmed that EPT allows to assess both level of general reasoning ability and level of development of specific intellectual operations of healthy preschool children (Aleksandrovich, 2004; Aleksandrovich, Kamykowska, 2016), children with mental dysontogenesis (Зверева et al., 2015), children with cerebral palsy (Aleksandrovich, 2004), children with hearing impairment and deafness (Aleksandrovich, 2004; Любимова, Баилова, 2015), speech disorders (Aleksandrovich, 2004), children with autism spectrum disorder (Козопез, Зверева, 2005). Resume. EPT is reliable and valid tool, which has no verbal material and can be used in international psychological practice for individual and group assessment of reasoning skills of preschool children.

EARLY INTERVENTION IN ADOLESCENT BPD PATIENTS

Susanne Schlüter-Müller

Psychiatric University Hospitals Basel (Basel, Switzerland)

We have adapted the basic psychodynamic treatment techniques of Transference Focused Psychotherapy (TFP) for the use in adolescents and have integrated these techniques with psychoeducation, family interventions and behavioral interventions to the manualized treatment approach AIT (Adolescent Identity Treatment). To demonstrate the efficacy of AIT we conduct a controlled clinical multicenter study in comparison with DBT-A that is seen as a well-established method for the treatment of adolescent BPD. This presentation will focus on the description of the treatment method AIT and the first results of our psychotherapy study. Since October 2015 we perform a controlled process-outcome study with pre-post-follow-up-assessments and a strong focus on video-based analyses of the therapeutic process using established methods from psychotherapy process research (rupture episodes and change moments). With the use of wearable biosensors

we assess psychophysiological arousal of both patients and therapists and connect these data to interactional processes and specific moments in therapy. Study centers of this multicentre trial are Basel (AIT), Heidelberg (DBT-A) and Santiago de Chile (AIT). In this presentation the theoretical background and the specific AIT techniques and strategies for the treatment of personality pathology in adolescents are presented using video case examples for illustration. The first results of our psychotherapy process-outcome study are described. The focus will be on the analysis of rupture episodes and change moments in relation to the use of AIT specific techniques. Early intervention for Borderline Personality Disorder (BPD) is essential to prevent psychosocial failure and the long-lasting need for clinical care. The treatment approach AIT is useful to improve the identity development and the psychosocial functioning of adolescents suffering from BPD.

EARLY DETECTION OF ADOLESCENT BPD ACCORDING TO THE NEW DIMENSIONAL MODELS IN DSM-5 AND ICD-11

Klaus Schmeck

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Since recently most clinicians and researchers have viewed personality disorders as medical conditions that, even with an origin in childhood and adolescence, should not be diagnosed before adult life. With the revisions in DSM-5 (Alternative Model of Personality Disorders) and ICD-11 it is now accepted that personality disorders can be diagnosed already in young people and that dimensional models are essential to describe personality pathology properly. Early detection of disturbed personality functioning in adolescents requires reliable and valid assessment instruments that are developed or adapted for this age group. In this presentation an overview is given on questionnaires that can be used to assess disturbed personality functioning in general and Borderline Personality Disorder in special. Methods: After a review of currently available assessment instruments the psychometric properties and the clinical usefulness of three newly developed self-rating

questionnaires will be presented: AIDA (Assessment of Identity Development in Adolescence; Goth & Schmeck, 2018), LoPF-Q 12-18 (Level of Personality Functioning; Goth & Schmeck, 2018) and OPD-CA-2-SQ (Operationalized Psychodynamic Diagnosis Axis Structure; Goth & Schmeck, 2018). All instruments have been tested in large clinical and non-clinical samples in Switzerland, Germany and Mexico. All three instruments show excellent reliability scores ranging from .87 to .94 (AIDA, LoPF-QA, OPD-CA-2-SQ). At the same time all instruments are able to differentiate between adolescents with Borderline PD and adolescents from the normal population with effect sizes ranging from 1.7 (OPD-CA-2-SQ) to 2.2 (AIDA). In young people disturbed personality functioning as well as early starting Borderline PD can be detected reliably and validly with the use of different instruments that have been developed in the last years.

THE EXPERIENCE OF ADAPTATION AND USING OF ADULT DIAGNOSTIC TOOLS ON THE ADOLESCENT SAMPLE

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Voronova Svetlana

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Analysis of foreign adapted diagnostic tools (questionnaires and psychological tests) for investigation of adolescents in clinical psychology. Content. Adolescence is a crisis stage of personal development. Any events occurring with teenagers have positive or negative impact. There are various manifestations of developmental abnormalities that need to be diagnosed competently. Increasing and complicating pace of modern life leads to changing age limit for establishing diagnosis of personality disorders mainly determined in adulthood. So we have many of diagnostic tools designed for adult people (>18). The removal of age restrictions in manifestations of personality disorders indicates the same

etiology of PD in adolescence as in adults. For diagnostics, it's expedient to adapt existing, tested and working methods, not to create new tools. Procrastination is a personal factor which formed during crisis of adolescence. This age-specific phenomenon as the marker of personality development can be fixed in personality structure and have further negative impact. First signs of procrastination appear between 11th grade and beginning of learning in the institute. Prerequisites of the procrastination were laid earlier, in the middle and high school. It is necessary to identify the beginning of this process at earlier age stages in order to be able to correct destroyed development of adolescents with personal pathology.

DEVELOPMENT OF SCIENTIFIC AND PRACTICAL ASPECTS OF SCHEMA THERAPY IN EASTERN EUROPE

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Iona Krone

Riga's Centre of Psychiatry and Narcology (Riga, Latvia)

Pavel Kasyanik

Schema Therapy Institute in Saint-Petersburg (Saint-Petersburg, Russia)

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Abstract body. Schema Therapy (ST) is a relatively new integrative therapeutic evidence-based approach developed in the 1990s by Dr Jeffrey Young. Cognitive and behavioural techniques are the core aspects of treatment, but the model gives equal weight to emotion-focused work, experiential techniques and the therapeutic relationship. It has proven highly effective in treating a number of mental health issues, including difficult-to-treat personality disorders, given the substantial burden on patients and society. ST is delivered as a cost-effective inpatient or outpatient treatment with the intention of bringing about full recovery. ST rapidly gaining popularity in Europe and the United States. During the last seven years interest in this method has grown in Russia. The symposium incorporates the latest scientific findings and original researches in ST in Eastern Europe and offers a range of practical emotion-focused and experiential techniques to use in therapy with complicated cases.

Press paragraph. Schema Therapy is one of the CBT third wave innovative therapies that have developed specifically for treating personality disorders and other complex, chronic clinical presentations. Personality disorders are highly prevalent in clinical settings posing a significant burden on the individual, their families and partners, health care systems and society as a whole. ST shows promise for substantial improvements in psychiatric symptoms of this patients, impulsive behavior and quality of life. The main idea is that dysfunctional mindset people have about themselves, others and the

world, which is formed during childhood, and following unhealthy life patterns are the basis for personality disorders. The four main concepts in the Schema Therapy model are: Early Maladaptive Schemas (self-defeating, core themes or patterns that are kept repeating throughout whole lives), Schema Domains (categories of emotional needs of a child), Coping Styles (ways a child adapts to damaging childhood experiences), and Schema Modes (moment-to-moment emotional states). Within the frame of symposium, we will discuss existing research and practice-oriented highlights in the area of individual, group and couples schema-therapy among Russian speaking professionals. Symposium speakers are doctors and clinical psychologists, educators with academic degrees, certified schema-therapist, members of the International Society of Schema Therapy.

General summary of the Symposium. Schema Therapy is a comprehensive approach deriving from cognitive behavioral therapy for the treatment of chronic personality problems. ST combines aspects of cognitive, behavioral, psychodynamic, attachment and gestalt models. Number of randomized controlled trials, case series, open pilot studies demonstrated decreases in all symptoms, quality of life increasing, as well as low treatment drop out. The aim of the symposium is to promote public awareness of the ST approach and consolidate clinical specialists from Eastern Europe. The reports will highlight future development of individual, group and couples ST in scientific studies and clinical practice. In the first

presentation will be provided an overview of the existing research in ST as conducted in the Russian speaking population. We will discuss future directions for the scientific and practical aspects of Schema Therapy in Russia. Next there will be shared experience and results from pilot study using Group Schema Therapy at the Day care centre setting in the depressed patients. The important step of therapeutical process is case conceptualization. It is necessary for understanding and applying main concepts of ST. We'll provide certain requirements and various forms of interactive case conceptualization designed for psychoeducation purposes. Emotional dysregulation will be

presented as a clinical and psychological problem of patients with personality disorder traits. Standard schema-therapy techniques will be described, including authorial practical 3-steps approach for teaching emotional regulation skills. The study of emotional co-regulation in married couples will represent a correlation between early maladaptive schemas, schema modes and various indicators of satisfaction of marital interaction. The ways of decreasing the distress from dysfunctional family relationships, revising emotions connected with traumatic childhood experience and creating healthy adaptive behavioral strategies will be discussed.

THE GROWTH OF RESEARCH IN THE AREA OF SCHEMA-THERAPY AMONG RUSSIAN SPEAKING PROFESSIONALS

Natalia Gegel

Alexandra Yaltonskaya

Darya Maryasova

Moscow Institute of Shema Therapy (Moscow, Russia)

Schema Therapy is an integrative method of treatment for personality disorders as well as chronic affective disorders that was invented by American psychologist Jeffery Young and has been actively used in Western countries since 1990. During last thirty years a large body of scientific research has proved the effectiveness of the method. Data demonstrating the reliability of the theoretical model has been collected over this period. In 2012 Schema Therapy was introduced to the Russian professional

community through training with western specialists. During the last seven years interest in this method has grown in Russia with original research now conducted. In this presentation we will provide an overview of the existing research in Schema Therapy as conducted in the Russian speaking population. In addition we will discuss further areas of development for the scientific and practical aspects of Schema Therapy in Russia.

VIDEO FEEDBACK IN THE SCHEMA THERAPY

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Ilona Krone

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According to previous research videotaping is valuable tool for improving the effectiveness of clinical training and supervision (e.g., Bernard & Goodyear, 2014; Topor, 2017). So far using video materials, has not been very common in psychotherapeutic work (Briggie et al., 2016). Several researches have described experience with videotaping for treating social phobia (Warnock-Parkes et al, 2017) and improving parent-child interaction e.g. Pempek, 2011). Some authors have mentioned that usage of visual materials enhance the understanding of nuanced aspects of non-verbal communication (Steele et al. 2014). The first research that combines photo and home – video for Schema therapy has been published recently (Koffert et al., 2019). It indicates, that the client feels

validated when experiencing the video watching together with the psychotherapist and seeing himself from outside, which gives the patient a good opportunity to observe the hidden hints in their reaction. Thus, working with videos during the session may also enhance the activation of emotions.

This apparently builds a basis for increasing client's self-awareness and self-reflection instead of avoidance (Koffert et al., 2019). The goal of video project (Krone, Yaltonskaya, Maryasova, Gegel & Tatarenko) is to develop scientifically proven techniques by using basic principles of Schema therapy (emotional needs and reparenting), which should lead to increased self-awareness and should strengthen more functional schemas and modes.

INTERACTIVE CASE CONCEPTUALIZATION AS INTERVENTION IN SCHEMA THERAPY

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Pavel Kasyanik

Schema Therapy Institute in Saint-Petersburg (Saint-Petersburg, Russia)

New Schema Therapy Case Conceptualization Form introduced in 2018 is a major development in Schema Therapy clinical practice. It helps clinicians increase understanding of the patients and various disorders from a Schema and Mode perspective. Although the new Case Conceptualization form provides aid in the choice and thoughtful use of schema therapy intervention strategies it is not designed for sharing with the patients even on the psycho education stage of treatment. For these purposes more simple and expressional forms of case

conceptualization are used. They include brief Problem Analysis form (J. Farrell, I. Shaw, 2013), various graphic presentations of the Modes dynamics, "Colored Circles" technique, Mode cards, puppets, figurines, "Sand Play" boxes, even role plays and dramatization. Case conceptualization as intervention helps to provide better understanding of the Modes processes for the patients and gives them experience of control over Modes. Presentation includes certain requirements and various forms of interactive case conceptualization.

USING SCHEMA-THERAPY MODE MODEL TO TRAIN EMOTIONAL REGULATION SKILLS

Natalia Gegel

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Natalya Dikova

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Emotional dysregulation characterizes several psychological disorders such as personality disorders, anxiety or mood disorders, and its treatment is a crucial point for therapy success. Emotional regulation allows us to interact in a functional way with ourselves and others in different situations, while emotional dysregulation leads to dysfunctional reactions, identified with dysfunctional modes in schema therapy. Teaching emotional regulation skills is an essential part of treatment of emotional

dysregulation. In schema therapy modes are described as intense emotional states linked to patterns of thinking, feeling, and behaving based on a set of specific needs. Modes are usually activated by external stimuli or internal states, they are transient by definition and may comprise both adaptive and maladaptive responses. In this presentation will be shared experience of using mode model and schema-therapy techniques to train emotional regulation skills.

EMOTIONAL REGULATION IN DISSATISFIED MARITAL COUPLES

Natalia Gegel

Moscow Institute of Shema Therapy (Moscow, Russia)

Tatyana Gorbolskaya

Mental Health Center (Moscow, Russia)

We can present a pilot study of emotional co-regulation in 43 married couples (or 86 respondents) divided in 2 groups: the Control Group (Satisfied Spouses – SS) and a Group of couples with some kind of manifestation of marital dissatisfaction (Dissatisfied Group of Spouses – DS) The main focus of the study was on the severity of Early Maladaptive Schemas

and Schema Modes (EMS) and Schema Modes (SM) in 2 abovementioned groups of married couples and between spouses in the group of Disadvantaged couples are given. Using the Spearman coefficient, a correlation was made between Early Maladaptive Schemas (EMS), Schema Modes (SM) and various indicators of satisfaction of marital interaction.

CULTURAL-HISTORICAL APPROACH TO OVERCOMING LEARNING DISABILITIES

Tatiana Akhutina

Lomonosov Moscow State University (Moscow, Russia)

Yulia Solovieva

Puebla Autonomous University (Puebla, Mexico)

Carla Anaute

Center of Diagnosis and Rehabilitation of Children with learning disabilities CINAPSI (San Paolo, Brazil)

Abstract body. The goal of the symposium is to discuss how the cultural-historical approach to analysis of mental development and overcoming learning disabilities is implemented in Brazil, Ecuador, Mexico, and Russia. Psychologists and neuropsychologists will share their experience in working with typically developing children and children with developmental disabilities: learning difficulties and attention deficit hyperactivity disorder (ADHD). All speakers proceed from the idea of the social origin of higher mental functions and the importance of social context in development and education. Their practice and experimental research are based on Vygotsky's ideas about the interaction between education and development as well as Vygotsky-Lurian concept of systemic and dynamic organization of higher mental functions.

Press paragraph. The authors of the presentations are psychologists and neuropsychologists, participating in clinical practice, scientific research, and teaching in universities in their countries. Yulia Solovieva is a director of Master Program in Neuropsychological Diagnosis and Rehabilitation of Puebla Autonomous University in Mexico. She and Luis Quintanar will tell about neuropsychological remediation of school-age children with learning disabilities. Carla Anaute coordinates the assessment and remediation of children with developmental problems in the center CINAPSI in San Paolo, Brazil. She will share her experience in remediating children with ADHD. Martha Cobos and colleagues work at a recently opened Master Program in Neuropsychology at University Azuay in the city Cuenca, Ecuador. They will discuss their results of assessing attention in 6- and 12-year-old

children, who come from public and private schools in both urban and rural areas. Tatiana Akhutina and Natalia Pylaeva work in Laboratory of neuropsychology of Psychology Department of Lomonosov Moscow state university. They will show results of implementations of the remediation programs for children with learning disabilities created and applied by Natalia Pylaeva and Maria Guliaeva.

General summary of the Symposium. The reports of the symposium are based on the historical-cultural approach to psychology and neuropsychology. In child neuropsychology the Vygotsky-Lurian principles of social genesis, systemic structure, and dynamic organization of higher mental functions determine the necessity of considering a child's neuropsychological syndrome, psychological age, dominant motives of activity, acquisition level of intellectual and practical actions, and the zone of proximal development. The purpose of the symposium is to confirm efficiency of the diagnostic and remedial work, based on the Vygotsky-Lurian theoretical postulates and their practical implementations. In the first report T. Akhutina, N. Pylaeva and M. Guliaeva will answer the question: how neuropsychological work could be organized in elementary school. They will demonstrate the results of group and individual work with children who struggle in school. Yu. Solovieva and L. Quintanar will discuss a case of a 9-year-old girl from a public Mexican school with learning disabilities as a consequence of poor regulation and control of voluntary activity. The data of neuropsychological assessment before and after remediation will be discussed. C. Anaute will present a case study of a 7-year-old child with ADHD. The positive involvement of the

child in the joint activity and accessible tasks within the zone of proximal development permitted to mostly overcome patient's difficulties during 6-month intervention. The presentation of M. Cobos and her colleagues will show the data of assessing selective attention in Ecuadorian schoolchildren of urban and rural schools. Their results can be used for preventing

learning disabilities at school age. All presentations of Symposium consider the relevance of broader integration between psychology, neuropsychology and pedagogy during assessment and remediation of schoolchildren with cognitive deficits. Such integration might be achieved on the basis of cultural-historical approach.

NEUROPSYCHOLOGICAL SUPPORT OF PRIMARY SCHOOL CHILDREN

Tatiana Akhutina

Natalia Pylaeva

Lomonosov Moscow State University (Moscow, Russia)

Maria Guliaeva

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Russian neuropsychologists in primary school, particularly in inclusive education classrooms, have three main aims regarding a particular child: to identify strengths and weaknesses in the development of higher mental functions (HMF), to identify learning difficulties and their mechanisms, and to develop an effective intervention strategy. They achieve the first aim using a battery of neuropsychological tests for 6-9-year-old children, which is an adaptation of Luria's methods for children (Akhutina et al., 2016). The second aim is fulfilled through "tracking diagnostics" that is observation of children's behavior and analysis of their school assignments (Akhutina, Pylaeva, 2012). Achievement of the third aim requires developing a strategy of remedial intervention carried out by a neuropsychologist in cooperation with teachers. The purpose of our presentation is to confirm the efficiency of diagnostic and remedial work, based on the Vygotsky-Lurian theoretical postulates and their practical implementations. The Vygotsky-Lurian principles of neuropsychology include the principles of social genesis, systemic structure, and dynamic

organization of HMF. According to these principles, remedial-developmental intervention implemented with the help of an adult involves the use or formation of functional systems consisting of preserved components and a weak one. Such interaction takes into account dynamics of internalization, the weak component of child's functional systems, and emotional participation of a child. Optimal interaction is based on constant balance of adult's intention to give a more difficult task along with minimal assistance as well as providing sufficient help for avoiding mistakes. That is why it is very important to have tasks that can be easily changed in complexity according to the difficulties of the child. Such methods are applied in our work. In our presentation, we will discuss the organization of the neuropsychological help in one of Moscow primary schools (the neuropsychologists N.M. Pylaeva and M.A. Guliaeva). The results of neuropsychological assessment before and after school year will be presented. The HMF dynamics of children who received more or less intensive remediation will be compared.

CORRECTION OF LEARNING DISABILITIES BASED ON NEUROPSYCHOLOGICAL SYNDROME ANALYSIS AND PRINCIPLES OF ORGANIZATION OF ACTIVITY

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The theoretically driven methods for correction of learning disabilities should be developed on the basis of precise clinic assessment and diagnosis. Such kind of diagnosis includes determination of neuropsychological syndrome with precise reasons for learning disabilities. Correction principles should also be considered. The goals of our study include application of the main principles of neuropsychological correction at school age based on organizing child's activity. These principles are: consideration of a neuropsychological syndrome, patient's psychological age and dominant motives of activity, acquisition level of intellectual and practical actions, and zone of proximal development. A case of a 9-year-old girl from a public school with learning disabilities is reported. The girl underwent neuropsychological assessment at the Clinic Service of University Hospital of Master Program in Neuropsychological Diagnosis and Rehabilitation of the Faculty of Psychology of Puebla Autonomous University. Qualitative neuropsychological assessment revealed a severe deficit in regulation and control of voluntary activity, which greatly influenced the acquisition of school concepts. The motivation

for learning was extremely poor. The girl had significant difficulties in writing and reading. The correction program proposed for the student included tasks that took into account not only affected brain mechanisms, but also aspects of the patient's motivation, personality, and psychological age. The program was applied in 69 individual sessions (1 hour each). The results showed significant improvement of executive functions and important positive changes in school motivation. During final assessment, the girl was able to perform tasks, which had not been accessible for her during initial assessment. Consideration of the proposed principles permits to establish methodological relation between clinical neuropsychology, developmental psychology and cultural-historical approach to child's development. We stress the importance of considering the whole activity and personality of a child with learning disabilities instead of standard training of isolated disturbed functions. It is concluded that principles of the cultural-historical approach to development, including the zone of proximal development, internalization and the phased step-by-step formation of actions, are useful for child neuropsychology.

SELECTIVE ATTENTION IN SCHOOLCHILDREN IN URBAN AND RURAL AREAS IN THE CITY OF CUENCA-ECUADOR

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The aim of this research is to compare attentional patterns between 6 and 12 year-old children, who come from public and private schools in both urban and rural areas. The underpinning assumption of this study is that attention is the fundamental basis for any cognitive activity and the generation of new learning processes. Thus, its early assessment is pivotal. Selective attention was assessed in a sample of 838 schoolchildren from the city of Cuenca, Ecuador, considering the characteristics of the type of school and geographical area to which they belong. A short-term computerized

test was used to determine the number of correct answers and the equivalent percentile according to the child's age. The study found that boys and girls in urban schools, whether private or public, show better performance in attention than those attending rural schools. This difference may be owed to a greater access to stimulation, facilitated by a better socioeconomic stratum. Also, it's important to notice the lack of studies in this field with the use of national standardized tests, so these results become a significant contribution for the social science in our country.

THE PROCESS OF REMEDIATION: A CASE STUDY

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Remediation is fundamental for treating children with learning disabilities. This lecture describes the methods used in the practical case study aimed at enhancing the development of underdeveloped functions. The main task of remediation is to build, together with the patient, a creative work integrating mediation elements which make sense and compose the universe of the child. Presentation of a 6-month intervention in a case study of a 7-year-old child with ADHD assumption. The data of the initial and final neuropsychological examinations are used to illustrate the quantitative and qualitative changes in the dynamics of the child's higher mental

functions. The results were significant, the final neuropsychological examination indicated the development of several higher mental functions and a hypothetical diagnosis of ADHD was removed. This remediation process used the zone of proximal development in which an adult made external actions, in a material plan, taking into account the level of development of the child; during training these actions were internalized, becoming a verbal logical plan. Making sense and having meaning enhances the remediation process which is internalized by the child following through towards improving or overcoming the learning disabilities.

PSYCHOLOGY OF CONSCIOUSNESS AND SELF-CONSCIOUSNESS

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Abstract body. The idea of multidimensionality of consciousness (V. Petrenko) and a typological approach (G. Akopov) to the formulation of the problem of consciousness and various solutions which make it possible to streamline the many existing theories of consciousness. The methodological program of V. Panov analyzes the main paradigms of research on consciousness. V. Nourkova builds the theoretical basis of the phenomenon of self-awareness in the space of such categories of memory as semantic memory, episodic memory, and autobiographical memory. A. Prusak's research presents new data showing the results of a guided self-awareness development by means of "tools" allowing students to communicate with a referent person and use autonomous self-help reflection. The original program for the study of child consciousness is presented in the study of J. Kerzil; the author considers the features of identification and identity of children by skin color. Studies of consciousness, implemented in the methodological and experimental plans are presented.

Press paragraph. The topic of consciousness today is acquiring a wide meaning in various spheres of human life. On the one hand, there is significant progress in studying the problem of "Brain and Consciousness" and bringing a number of solutions obtained in this plan to concrete practical applications, on the other hand, new technologies for manipulating mass and individual consciousness. The number of deviant manifestations of consciousness (phenomena of extremism, terrorism, "shooters", etc.) is increasing. In connection with the processes of globalization, religious, ethnic and national consciousness is being subjected to serious metamorphosis. Hence, the ever growing

interest of scientists to the problems of consciousness. The scientific topics of the symposium "Psychology of Consciousness and Self-Consciousness" organically integrate fundamental and applied practical tasks. Of particular interest may be questions and decisions related to the distinction of conscious and unconscious acquisition of knowledge, experiences, actions and actions by a person; the multiplicity of theoretical models of consciousness and the possibility of their classification, as well as practical use. The symposium "Psychology of Consciousness and Self-Consciousness" is attended by well-known scientists such as: A. Agafonov (Russia), G. Akopov (Russia), V. Panov (Russia), J. Kerzil (France), V. Nourkova (Russia), A. Prusak (Israel) and others.

General summary of the Symposium. Modern technologies define new possibilities for solving the traditionally difficult problem "Brain – Consciousness". The idea of multidimensionality of consciousness (V. Petrenko) and a typological approach to the formulation of the problem of consciousness and various solutions (G. Akopov) make it possible to streamline the many existing theories of consciousness. In this context, the correspondence between theories and aligned categorical (conceptual) spaces is determined. The methodological program of V. Panov analyzes the epistemological limitations of the problem of human consciousness; as a result, it becomes necessary to analyze the problem of consciousness in the context of epistemological, ontological and transcendental thinking paradigms. A. Agafonov show that awareness is a result of choice and realization of one of models of understanding that are provided by cognitive unconsciousness. V. Nourkova builds the theoretical basis for the phenomenon of self-

awareness in the space of such categories of memory as semantic memory, episodic memory, autobiographical memory, justifying its approach to the logic of the evolution of the human psychological system. A. Karpov and T. Voronova establish a direct connection of self-consciousness, namely, the level of reflection with the peculiarities of the organization of the inner world of a person, with self-organization and self-regulation. A. Prusak presents new data showing the positive results of guided self-awareness development (as exemplified in

learning) by means of psychological "tools" allowing students to communicate with a referent person and use autonomous self-help reflection. The original program for the study of children's consciousness is presented in a study of J. Kerzil: the author examines the features of children's perception of people with different skin color, as well as the identification and self-identification of children in social groups that are homogeneous and heterogeneous on racial grounds.

CONSCIOUSNESS AS A MENTAL PHENOMENON: GNOSEOLOGICAL, ONTOLOGICAL AND TRANSCENDENTAL PARADIGMS

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1. Consciousness is the highest form of development of the human psyche. From this it follows that the phenomenon of consciousness as a object of psychological research is secondary in relation to the phenomenon of man. Therefore, without defining what a person is, we cannot define the phenomenon of consciousness. 2. But man is the subject of biological life, the subject of social life, the subject of spiritual life, and I also add the subject of psychical life. Therefore, the definition of consciousness in psychological research depends on what kind of human essence (biological, social, spiritual or psychical) we will take as a prerequisite for our reasoning about consciousness. And then we get different theories of consciousness: physiological, social, anthropological-christian and others. 3. Our reasoning about consciousness, as a object of study, also depends on the way we think. But the way of thinking is a part of consciousness, because without awareness of consciousness as a phenomenon, there is no way of thinking, through which it is realized as a phenomenon and as a object of research. 4. We cannot understand the nature of consciousness being in the reality of the phenomenon of consciousness itself. Consequently, it is necessary to make such a paradigm analysis of our way of thinking, which would allow us to consider the

phenomenon of consciousness within the framework of different paradigms of thinking. As a result, three paradigms of psychological research of consciousness are found: gnoseological, ontological and transcendental. 5. The gnoseological paradigm: consciousness, as a product of the development of the psyche, is explored using the mode of thinking, which is another product of the development of the psyche. As a result, the process of generating consciousness, as a phenomenon under study, and the process of generating a way of thinking, as the means of this research, do not fall into the object of research. 6. Ontological paradigm: the subject of research are the stages of formation of consciousness as the highest form of development of the psyche. For example, within the framework of the ecopsychological approach to the development of the psyche, it is regarded as a becoming form of being. Then the formation of consciousness appears as a sequence of development of the psyche from mental processes to the mental state, and from the mental state to the structure of consciousness and consciousness as a whole. 7. Transcendental paradigm: what transcendental principles can allow us to explicate the phenomenon of consciousness as an object of study?

SKIN COLOR PERCEPTION AND SELF-CONSCIOUSNESS IN YOUNG CHILDREN: A STUDY IN TWO FRENCH PRESCHOOLS

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Researchers generally agree that babies (from 0,3) perceive color much before being able to name it (around 4,5). Gérard, Bilinski and Dugas (1989) have found that children are able to recognize and categorize colors from 3,5 years old. In the USA, social psychologists have long been interested in the perception of skin-color in children (black vs white), while in Europe, most experiments (mostly in cognitive science) have focused on objects' color perception (blue, red, yellow and green). Yet, in France, in terms of skin-color, there is a majority group (whites) and minority groups (different skin-colors from light to dark brown). In America, authors have shown the effects of skin-colors in terms of racial attitudes (Kowalski, 2003 ; Williams, Boswell and Best, 1975) and concluded that children with darker skin-color have lower self-esteem (Rosenberg and Simmons, 1970). According to Piaget (1932), a child comes to discover himself through a progressive comparison of his own body with other people's bodies, starting from his parents and peers. Thus, our study aims to assess young children's skin-color perception

and its consequences. The methodology was based on directive interviews and a material composed of different photographs. The children, aged from 3 to 6, went to two different schools: a white majority school located in the country side (N= 51) and a diverse school located in a suburban neighborhood (N=35). Children were asked "which color are you?", "which color is he or her?", had to categorize pictures (4 women, 4 men, 4 children from 4 ethnical groups – Arabic, Asian, European and African) and answer to questions about skin-color and babies. The results show that children in the predominantly white school acquire a knowledge of their own and other children's skin-color later than children who live and attend school in a diverse environment. It also shows that, even when they are from mixed couples, children have difficulties to imagine that a white or black woman can have a baby with a man who does not have the same skin-color. In light of these findings, we discuss the impact of skin-color differences among adopted children.

QUALIA, CONSCIOUSNESS AND COGNITIVE UNCONSCIOUSNESS

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The scientific paper addresses the fundamental issues of study of phenomenology of consciousness: problem of explanatory gap and cognitive meaning of awareness. The author assumes that phenomenal and qualitative aspects should be differentiated under analysis of phenomenon of awareness. Analysis of phenomenal plan of consciousness involves explanation of empirical effects (effects of activity of consciousness) due to this theoretical reconstruction of logic of conscious activity becomes possible. Study of psychomechanics of consciousness is possible from position "from third person". Also, act of awareness not only allows to acquiring representative knowledge ("knowledge about") but is always definitely and directly experienced by man. Qualia – "how this

is experienced" – provides subjective evidence of human experiences at every moment of time and is most important characteristic of awareness. Qualitative experience can be thought only from position "from first person". Why and for what qualia appears? What is cognitive meaning of awareness, if most of mental processes occur in dark of unconscious psyche? How roles are distributed between consciousness and cognitive unconsciousness? The speaker will offer their versions of answers to these questions. On basis of accumulated experimental data the author will show that awareness is result of choice and realization of one of actual models of understanding which are provided by cognitive unconsciousness.

PROMOTING STUDENT SELF-AWARENESS IN THE LEARNING PROCESS BY MEANS OF "CORRESPONDENCE WITH PROFESSOR" – A DIDACTIC REFLECTIVE TOOL FOR SELF-HELP

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Contemporary life raises a lot of questions to which textbooks provide no answers. Therefore, teaching students how to find answers by themselves is invaluable. The author's didactic reflective tool "Correspondence with Professor" encourages students to write a letter to an imaginary Professor and detail their learning difficulties, then they write a reply (to themselves) on behalf of the Professor and thus discover by themselves how to cope with the difficulties. Research has shown that realizing what the

difficulty is, searching for ways to overcome it and using the reflective questionnaire promote students' self-help habits and improve students' self-awareness. The tool allows students to solve learning problems, provides them with a new line of reasoning and conducting a dialogue with themselves; it helps students find inner resources. Students thus become a powerful factor in success and character building, and the ability to cope consciously with the challenges that life poses.

REFLEXIVITY AS A DETERMINANT OF THE HUMAN INNER WORLD STRUCTURAL ORGANIZATION

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The property of reflexivity is considered as a determinant of the human inner world structural organization. A flexible adaptation strategy of low-reflexive and medium-reflexive individuals is stated, it determines the compensatory need to preserve individuality, and determines the high significance of this value.

Highly reflexive individuals tend to have a less valuable attitude to their own uniqueness due to a more objective and prognostic evaluation of their own personality. Qualitative differences in the inner world structure with high, medium and low levels of reflection has been established on the basis of the structural-psychological analysis. Based on the divergence and convergence index calculations of the system, the principal and qualitative inner world systems heterogeneity, characterized by different levels of reflexivity, has been proved. It has been shown when the reflection level changes the qualitative transformational inner world structure changes are noted. Based on the system organization index calculations, it has been established that the inner world structure is the most consistent and stable at a high level of reflection. It is stated

that as the reflexivity level grows, the movement from homeostasis to heterostasis organization and the tolerance to the psychological heterostasis state increase in the inner world system. The determining role of reflection lies in the influencing not only the severity of its individual structural components but also influencing the entire inner world structure. At the high reflection level, the inner world structural organization becomes more complex, without sacrificing the stability and sustainability of the system. At the same time, frequent mutual transitions from a steady psychological homeostasis state to an unstable heterostasis state of are performed in the inner world system, activating the system self-organization processes and generating psychological neoformations, that ensure the return of the system to a stable homeostasis state. It is ascertained, that the inner world system, at the high reflection level, gains the ability to generate inconsistency in itself, as well as to enrich and structure itself independently, and to generate consistency, at the same time preserving the general stability and sustainability.

AUTOBIOGRAPHICAL MEMORY: A PRECISE RESPONSE TO A CALL FOR SELF-CONSCIOUSNESS

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From an evolutionary perspective, three long-term memory subsystems appear successively in response to specific demands. The basic memory subsystem is semantic memory, which aims to create a schematic mental map of the world. The adaptive mode of semantic memory functioning is schematization, which consists in emphasizing regularities and deleting irregularities from encoded events. The next memory subsystem is episodic memory, which emerged in highly developed species and provides an opportunity to maintain an authentic but relatively short-lasting record of recent incidents. The veracity of episodic memory makes individual behavior more flexible by taking into account situational mismatches with the general model without hasty correction.

Whereas semantic memory is an evolutionary predecessor of episodic memory, the latter is certainly not the last step in evolution of human memory. The development of mankind challenged human memory with a set of new problems unique in its complexity and impossible to solve by a semantic/episodic dual system. The culture demands that a person should be subjectively responsible for his/her own actions in the distant past and guided by goals addressed to a distant future. This situation results in the need to cultivate a qualitatively

different form of memory preceding a manifestation of self-consciousness. Autobiographical memory, being a unique human memory system, provides a scaffold for grounding self-esteem in accessible autobiographical experiences and awareness of personal continuity on a life-long time scale. These functions are future-oriented, with a main focus on constant progress in achieving new goals not attainable in the past and in maintaining social responsibilities extending beyond the current situation. It should be noted that, being phylogenetically new, autobiographical memory is exclusively the product of cultural evolution. We speculated that the optimal strategy for autobiographical memory functioning would be to introduce an inaccuracy to allow for gradual memory enhancement. The more successful a person remembers his/her own past, the more optimistic s/he will be about future self-efficacy, and hence, more challenging goals might be set and achieved. In accord with this assumption, empirical data indicate a clear positive bias in autobiographical memory. We termed this strategy for autobiographical memory functioning positive construction. The reported study was funded by RFBR according to the research project No 19-013-00387.

THE CONCEPT OF INTONATING CONSCIOUSNESS

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The development of the idea of operationalization of the category “experiencing” led us to an understanding of the psychological importance of distinguishing the observed phenomenon “intonating”, which gives an understanding of the way the experience mark is formed and the individuality of the individual’s experience turns into the mental language tool of humanity for preserving experiencing in the intonation signs and symbols. The psychological concept of the intonating phenomenon can be expounded in terms, the main ones among which are: The intonating phenomenon is a form of the primary mental activity of consciousness included in all mental functions, as their explication for themselves and others. The intonating consciousness forms a layer of

metalinguistic non-verbal signs that are used in the process of various types of communication, in verbal communication, in targeted and indefinite- targeted expression of experiences. We consider it both as a pre-language, and as a pre-layer (meta-level) of language consciousness, the basis for the development of non-verbal cultural languages and ethno-linguistic forms of consciousness, including musical-language consciousness. An intonated experience provides a primary preverbal categorization of sensory experience based on the emotionally experienced understanding of meaning of this situation for a given subject with his unique personal and generic experience of intonated experiencing, that impact psycho-semantic structure of his mind.

THE MULTIDIMENSIONALITY OF CONSCIOUSNESS AS A PROBLEM OF MODERN PSYCHOLOGY: THE TYPOLOGY OF APPROACHES AND THE CONSTRUCTION OF A SYSTEM OF CATEGORICAL SPACES

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The relevance of this issue is associated with a significantly increasing "gap" between the neurocognitive and sociocultural foundations of consciousness research, the potential possibilities for excessive pragmatization of scientific knowledge and their dehumanization (artificial intelligence, transhumanism, manipulation for "the good", etc.). Substantially complicating the solution of the problem is the inclusion of the consciousness itself in the used spectrum of research organization methods (including neurocognitive methods), qualitative analysis and interpretation. The reflection of the problem of consciousness in the language and the implicit regulation of the processes of cognition, through traditionally designed language discourses, can be manifested by comparing the conceptual (categorical) spaces of consciousness research in multilingual scientific cultures. Contemporary experimental studies of consciousness mainly affect the lower layers of consciousness. The higher mental functions that constitute the most important regulative part of consciousness remain unexamined. The construction of a universal

paradigm of consciousness involves a new theoretical and practical understanding of the phenomenon of consciousness. The typologization of the problems of consciousness and the corresponding construction of categorical spaces will allow us to contaminate the natural-science and sociohumanitarian lines of consciousness research, to compare the temporal specificity of the English-speaking (from the 60's to 1996 and further annually to 2021) and Russian-language terminology in the field of scientific research of consciousness, and to create the basis of modern informatization of the problem. The typological approach to the analysis of the problem of consciousness, including the logical relevance of the content and methods of research, will make it possible to systematize the existing variety of problematizations of consciousness in such topical dimensions as: unitarity-interdisciplinarity, scientism-sociohumanitarianism, pragmatism (technologicalism) – value dominant, etc. That determines the new applications in the areas of social, group and individual consciousness.

THE INTERCONNECTION OF REFLEXIVITY AS A PHENOMENON OF CONSCIOUSNESS WITH THE STAGES OF FORMATION OF AGENCY

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Reflexivity is a fundamental feature of subject's consciousness, ensuring the unity of self-actualization and self-regulation during the development of professional activities. We have hypothesized about the interconnection of reflexivity with the stages of formation of agency. An ecopsychological (ontological) model of the formation of agency has been developed (V.Panov).

Reflexivity was determined by questionnaire (A. Karpov). The diagnostics of the stages of the formation of agency was carried out according to the authors' method (V.Panov, A. Kaptsov, E. Kolesnikova).

The selection consisted of first-year students of a technical university (71 students, average age 18,1 y.o., $Sd = 0,87$). This sample is the best indicator of the problem being studied, since at this age a person, as a subject of his/her own professional activity, is just beginning to form, and the role of reflection is unlikely.

Cluster analysis of the stages of formation of agency showed that each student has an individual profile of the expressiveness of the

stages of formation of agency. In this selection four types of profiles were highlighted, the most numerous (35%) characterized by high stages of formation of the agency «observer», «master», «expert», «creator» with an average level of the stage «apprentice» and «learner».

For each type, a non-parametric correlation of the Tau-Kendall reflexivity indexes and stages of formation of agency was carried out. For example, for the most common type with reflexivity the «learner» stage is interconnected which be indicative of representatives of the type as active students who are focused on the result of educational activity. It should be noted that the majority of interrelations are observed in the case of finding the stage of formation of agency in a certain optimized zone, located between the high and low levels of expressiveness of other stages. Most likely, the correlation of reflexivity with the stages of the formation of agency shows the stage at which a person focuses own attention in the direction of development and control of own intellectual resources.

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MODERN EDUCATION AND THE DEVELOPMENT OF SOCIAL CONSCIOUSNESS OF STUDENTS

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The main characteristics of modern education are considered in the aggregate of subsystems (preschool, primary, etc.). The continuity factor is determined in the development of learning, creative, cooperative, leadership, professional and value consciousness. In the context of continuity, the structure, relevant competences and personal educational results of educational standards of different levels are analyzed. On the basis of the socio-communicative concept of consciousness (G.Akopov), a range of possibilities is predicted for the development,

development, and purposeful formation of the social consciousness of students. As the main personal characteristics, ensuring the subjective inclusion of students in the educational process, the direction, structural, content and dynamic features of the internal position of participants in the educational process are considered. Analyzed the characteristics of the internal position of students, acting as a prerequisite for the continuity of individual educational trajectories.

CONCEALABLE STIGMATIZED IDENTITIES: BEING DISABLED, GAY, FEMALE SYRIAN REFUGEE, OR INDIVIDUAL WITH BIPOLAR DISORDER IN TURKEY

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Abstract body. This symposium focuses on concealable stigmatized identities of people with disadvantages in Turkey by blending the perspectives from work/organizational psychology and clinical psychology. The aims include creating the sense of meaning-making of experiences for individuals with a disability and bipolar disorder in work settings; it elaborates how the Syrian refugee women and LGBTQ individuals form their identity in wider social settings of Turkey. How the visible and invisible individual characteristics shape the social identities of these disadvantaged groups and how they experience the process of decision making in disclosing their identities are the two major foci that the proposed symposium addresses.

Press paragraph. The proposed symposium entitled as "Concealable Stigmatized Identities (CSI) in Turkey: Being Disabled, Gay, a Female Syrian Refugee, or Diagnosed with Bipolar Disorder" focuses on CSIs of people with disadvantages in Turkey. The team from İstanbul Bilgi University, Turkey and The Chicago School of Professional Psychology, USA organizes the symposium. There are four presentations based on empirical studies on CSI conducted in Turkey. İdil Işık will talk about the work life of disabled people, the physical/social barriers in organizational settings in the presentation entitled "Disabled Employees Challenge Stigmatization in Turkey: Being Disabled is not "a Social Identity." Robert Cleve's presentation title

is "Disclosure Decisions for CSI: LGBTI Culture". He will explore the disclosure decisions of sexual identity for gay individuals through sexual rights discourse. Faruk Ceylan with his research on "The Stigma of Being an Employee with Bipolar Disorder in Work Life in Turkey" will investigate the work-related experiences of employees with bipolar disorder. Finally, "CSI: Female Syrian Refugees" entitled presentation by Lindi Herrin will highlight the recognition of the identity as a refugee and asylum seeker in Turkey by referring to the forced migration literature and need for re-examination the decision process for silencing versus disclosure of CSIs.

General summary of the Symposium. İdil Işık, Ph.D. will chair the symposium. The findings from four empirical studies conducted in Turkey with the individuals who hold membership in the formerly mentioned stigmatized social identities will be presented. Robert Cleve, Ph.D. will present the process for gay youth sexual identity disclosure. Faruk Ceylan's research highlights the stigmatization of people with bipolar disorder in work settings. The social identity of being an employee with a physical disability will be opened to discussion by İdil Işık. Lindi Herrin, Ph.D. explores the refugee women's lived experiences in Turkey. The symposium theme will be framed by the multi-layer characteristic of social identity and the need for interventions taking intersectionality (both at diverse social identities level and transdisciplinary level) as a reference point. Robert Cleve will take the discussant role

to elaborate further the potential interventions to be designed for organizational and wider social settings to decrease stigmatization of concealable identities. We will emphasize that as work/organizational psychology has the power to

carry a preventive role to create inclusive professional settings, clinical psychology provide interventions to decrease the burden these people experience every day.

DISCLOSURE DECISIONS FOR CONCEALABLE STIGMATIZED IDENTITIES: LGBTI CULTURE

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The decision to disclose a concealable stigmatized identity (CSI) is a complex process, which requires a careful cost/benefit analysis including a variety of factors (Quinn & Chaudoir, 2010). CSI can be defined as any group, which shares experiences of stigmatization and discrimination once revealed. The culture of LGBTI individuals is explored within the broader context of heteronormativity and the potential consequences, which can be experienced across a continuum of outcomes. In countries that question the legality of being of gay or engaging in gay 'behaviors' those consequences can include imprisonment, harassment or death, violating basic human rights and freedoms. It is critical that the consequence of disclosure is carefully weighed against any potential benefits in work and social settings. In order to explore this topic, within the LGBTI culture, disclosure decisions of sexual identity for gay males potentially impacting life trajectory were informed through a process of sexual rights discourse in the context of socioculturally formulated constructs was conducted across a 2 year period. Three cohorts of 36 gay-identified males ranging in age from 18-21 (12 from each) in Sao Paulo, SP, Brazil, Chicago, IL, U.S. and Istanbul,

Turkey voluntarily participated in in-depth interviews lasting one to one and half hours. Qualitative research using a grounded theory design cultivated meaningful data collection and permitted an iterative method of interviewing and informed the analysis process. This ultimately ensured preliminary/focused coding and emergent thematic descriptors across the three cohorts. Thematic formulation framed through social constructivist and transformative psychological paradigms resulted in eight factors determined to mediate internally, eight, which were relationally mediated, and six, which affected the decision for future disclosures. The utilization of unique cultural cohorts allowed for preliminary understanding in differences and additionally allowed for the development of a discourse concerning sexual rights and the health of shared experiences assisting in developing recommendations for best practice policies, intervention, mentoring and supporting young gay males. References Quinn, D. M. & Chaudoir, S. R. (2010). Revealing concealable stigmatized identities: The impact of disclosure motivations and positive first-disclosure experiences on fear of disclosure and well-being. *Journal of Social Issues*, 66(3), 570-584.

CONCEALABLE STIGMATIZED IDENTITY: SYRIAN FEMALE REFUGEES

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Recognition as a refugee has direct implications on life and well-being. The decision to disclose an identity, which falls under the broader rubric of a concealable stigmatized identity, of which refugee and asylum seeker is contained in a critical process for the individual or family. The forced migration literature references the difficulties involving trust yet there is minimal knowledge directly from asylum seekers. Re-examining silencing versus disclosure is necessary as non-Western cultures' norms differ. My current qualitative research through purposive and snowball sampling encompassed interviews of 15 Syrian women in Istanbul, between the ages of 18-55 years who had left Syria due to the recent conflict. Women are the largest refugee population and have specific need sets apart from the larger refugee category in which they are placed. MAXQDA software was used for data organization, and the logic of grounded theory provided direction for data collection and analysis. This research suggests that the participants disclosed information regarding status dependent on their immediate needs as they admitted to misrepresenting

statuses and selective divulgence of information due to fears of ethnic discrimination, social exclusion, and lack of access to necessary services. Specific factors were revealed which impact the disclosure process including gender roles and cultural values. Refugees developed assumptions based on their current contexts and had expectations due to previous experiences coupled with the systems' role in fostering motives or reasons to disclose (Herrin, 2018). Trust may be a strategic issue regarding personal gains that override risks or an altruistic act as morals are involved with the decision. The latter coincides with the beliefs of participants regarding "karam" or a sense of generosity and goodwill which can impact decision-making. Experiencing protracted conflicts contribute to the lack of predictability and trust placed in others and divulging information may be used against refugees which have been depicted within this research. References Herrin, L. (2018). Experiences of transnationalism and forced migration with female Syrian in Istanbul, Turkey: A grounded theory approach to emerging themes. Published Doctoral Dissertation

THE STIGMA OF BEING AN EMPLOYEE WITH BIPOLAR DISORDER IN WORK LIFE IN TURKEY

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Today, people diagnosed with psychological disorders still feel obligated to hide their status from third parties, groups, or institutions because of the threat of social exclusion. This study aims to investigate the work-related experiences of employees with bipolar disorder as a concealable stigmatized identity. Even if it is worth elaborating on how the working conditions, work settings, and professional interrelationships affect employees with bipolar disorder, the literature is limited. Being identified as "bipolar" by third parties in work settings is perceived as a risk due to the possibility of being dismissed, demoted or refrained from promotions. A few studies in Turkey on stigma toward bipolar people in the general population do not bring enough understanding on specific workplace experiences. Our study is the first initiative in Turkey on the work life experiences of employees living with bipolar disorder. The individuals diagnosed with bipolar disorder (type 1&2) participated in semi-structured in-depth interviews (n=10; n_{male} =6; age range=25-48; n_{employed}=5).

Transcribed interviews were analyzed via MAXQDA qualitative data analysis software

incorporating the analytic principles of Interpretative Phenomenological Analysis. The emerging master themes are: "stigma", "process of sharing the illness with colleagues", "importance of prophylactic treatment", "effects of manic/depressive phases on work", "side effects of medication", and "triggers of attacks in work environment". We see that the majority of participants worry about disclosing their diagnosis and ongoing treatment because of the potential consequences of stigma. There is doubt if their performance or failures would be attributed to their psychological status. The pity and excessive sentiment displayed from third parties are further mentioned as a risk. The participants believe that colleagues and managers would be more sensitive to the side effects of the medication and to the slight changes in their mood. This presentation will illustrate how the anxiety caused by these perceived threats set barriers for the inclusion of people with psychological problems into work life and how organizations should form a social setting where prejudice and discrimination related to psychological disorders are controlled.

DISABLED EMPLOYEES CHALLENGE STIGMATIZATION IN TURKEY: BEING DISABLED IS NOT “A SOCIAL IDENTITY”

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This study particularly focuses on the work life of people with orthopedic and visual impairment. The physical and social barriers in organizations and social misconstruction of disability as performance inhibiting characteristic restricts the inclusion of well educated, and motivated talent within the workforce. İnan, Peker, Tekiner, Ak, and Dağlı (2013) reported that 78.3% of the disabled population in Turkey is not present in the workforce; and the present study aims to research how disabled people experience organizational processes, what challenges they face and how these affect their identity. The semi-structured interviews were conducted with 22 disabled employees currently working (N=22, men=13; age range=27-50; n_Orthopaedic Impairment=15, n_Visual Impairment=8). Inductive qualitative content analysis was applied via the MAXQDA software. The “reluctance to see disability as an identity” emerged as the strongest theme. The majority emphasized that they do not feel continuous resentment of being disabled. Data highlights their “conscious or unconscious desire for overlooking” their physical challenges; but they struggle with “being overlooked” by the authorities, employers, and

society. The second crucial theme is “receiving society’s pity”. They certainly want a social environment that treats them like an “adult”, not like a “child” since this brings prejudice regarding their competencies and causes discrimination. The participants mentioned that discrimination differs depending on the disabled person’s education and job status. The non-qualified job holders are more exposed to assaultive language sometimes to the extent of harassment. For white-collar workers, discrimination is more in the form of restricting and withdrawing secured labour rights. Participants emphasized that they like working hard; contrary to misbeliefs, their willingness to work is not lower, but they demand improvement in working conditions. They strongly advocate for disabled-friendly workplaces, and they are prepared to fight against stigmatization since they now have more access to education and more visibility across a variety of social settings. References İnan, S., Peker, G.C., Tekiner, S., Ak, F., Dağlı, Z. (2013). Engellilik, Türkiye’de engellilerin durumu ve sağlık hizmet sunumuna bir bakış. TAF Brev Med Bull, 12 (6), 723-728.

LIVING BETTER TOGETHER: INTERPERSONAL ACCEPTANCE-REJECTION ACROSS CONTEXTS

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Liubomir Djalev

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Karen Ripoll-Núñez

Universidad de los Andes (Bogota, Colombia)

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Abstract body. Interpersonal relationships are key part of every human being's life. Close relationships help to delay mental and physical decline, and are better predictors of long and happy lives. That is why studying human relationships will always be a significant body of research. The primary goal for this symposium is to present five studies on interpersonal acceptance and rejection in different contexts. Specifically, areas explored concern interpersonal acceptance and relationships in educational settings, within the family, and in adult intimate relationships. The topics that are covered are perceived maternal and paternal rejection and their long-term consequences, the importance of teacher's perceived acceptance, the perceived closeness in intimate relationships. Those studies cover topics in different age groups – from 8 years old children until old age. Each of the presentations included in the symposium reveals an important aspect of interpersonal relationships. Contributions as these can have significant implications for parents, teachers, educators, clinicians.

Press paragraph. "Living Better Together: Interpersonal Acceptance-Rejection Across Contexts" is a symposium dedicated to interpersonal relationships as a key part of every human being's life. Research studies on interpersonal acceptance and rejection in educational settings, within the family, and in adult intimate relationships will be presented. The studies cover topics in different age groups – from 8 years old children until old age. Researchers from three European countries

(Bulgaria, Portugal and Croatia) and a South American country (Colombia) will take part. The presentations in the symposium are: 1. Nadia Koltcheva, Liubomir Djalev (Bulgaria) – Does Perceived Maternal and/or Paternal Rejection in Childhood have Long-term Consequences in Adulthood? 2. Nadia Koltcheva, Margarita Stankova (Bulgaria) – Parental Acceptance-Rejection and Externalized Behaviour Problems in Elementary School Children 3.

Francisco Machado, Carla Peixoto, Carlos Vale (Portugal) – The Role of Perceived Teacher Acceptance on Student's Resiliency, Classroom Social Climate and Academic Success 4. Renata Glavak Tkalić, Anita Vulić-Prtorić, Andreja Zoroja (Croatia) – Perceived Parental Acceptance – Rejection in Childhood, Personality Characteristics and Anxiety in Interpersonal Relationships in Adulthood 5. Karen Ripoll-Núñez (Colombia) – Relational Self-Regulation and Perceived Closeness in Cohabiting and Married Couples in Colombia.

General summary of the Symposium. "Living Better Together: Interpersonal Acceptance-Rejection Across Contexts" is a symposium that will present several research studies on interpersonal acceptance and rejection in educational settings, within the family, and in adult intimate relationships are included. The studies are within the framework of R.Rohner's Interpersonal Acceptance-Rejection Theory (IPARTheory) (Rohner, 2018). According to IPARTheory perceived parental acceptance or rejection in childhood has a major influence on

adults' personality, psychological adjustment and many other mental health-related issues. Rohner and Britner (2002) identified three universal groups of correlates (1) depression and depressed affect; (2) behaviour problems, including conduct disorders, externalizing behaviours, and delinquency and (3) substance (drug and alcohol) abuse. Three of the studies further explore those correlates in children and adults (Koltcheva & Djalev, Tkalić, Koltcheva & Stankova) and in different countries (Bulgaria and Croatia). Koltcheva and Djalev's research reveals correlations between perceived rejection in childhood and depression, anxiety, aggressive behaviour, heroin and tobacco addiction in Bulgarian population. Tkalić research examines this relationship with personality characteristics and anxiety in Croatian people. Koltcheva and Stankova explore the interrelationship between perceived parental acceptance-rejection and externalized behaviour problems in elementary school children. Machado et al. studied the

connection between Portuguese student's perceived acceptance by their teachers and constructs as school success, student's resiliency level, and their perception of classroom social climate. Ripoll-Núñez focused on intimate relationships in heterosexual married and cohabitating couples. She is evaluating the association between their self-regulation and perceived closeness. Each of the presentations reveals an important aspect of interpersonal relationships. All of them advance in an important way our knowledge of interpersonal acceptance-rejection. Rohner R, (2018) Introduction to Interpersonal Acceptance-rejection Theory (IPARTheory), Methods, Evidence, And Implications, <https://csiar.uconn.edu/introduction-to-partheory/> Rohner, R. P., & Britner, P. A. (2002). Worldwide mental health correlates of parental acceptance-rejection: Review of cross-cultural and intracultural evidence. *Cross-Cultural Research*, 36, 16-47.

DOES PERCEIVED MATERNAL AND/OR PATERNAL REJECTION IN CHILDHOOD HAVE LONG-TERM CONSEQUENCES IN ADULTHOOD?

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Liubomir Dialev

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This paper presents results of several related studies that focus on the investigation of various correlates of parental acceptance-rejection in childhood that occur later in adult life. The studies were conducted within the framework of Ronald Rohner's Interpersonal Acceptance-Rejection Theory (IPARTheory), according to which perceived parental acceptance or rejection in childhood has a major influence on adults' personality, psychological adjustment and many other mental health-related issues. Rohner and Britner (2002) identified three universal groups of correlates (1) depression and depressed affect; (2) behaviour problems, including conduct disorders, externalizing behaviours, and delinquency and (3) substance (drug and alcohol) abuse. We investigated the following representatives of these groups in the Bulgarian population: depression, anxiety, aggressive behaviour, heroin and tobacco addiction. A total of 245 subjects, aged 18 to 80 years ($M=32.88$, $SD=11.95$), participated in the studies. 105 (42.86% of all) were male, and 140 (57.14%) were female. Most of the subjects were Bulgarians (69.80% of all), and few were Turks (1.63%) and Armenians (0.41%). We used several questionnaires for data collection: Parental

Acceptance-Rejection Questionnaire/Control for Adults (PARQ/C, Adult), long form, both Mother and Father Versions; Self-Rating Depression Scale (SDS); Self-Rating Anxiety Scale (SAS), and Aggression Questionnaire (BP-AQ). Most of the results obtained support the theory's postulates.

Experiencing both maternal and paternal rejection in childhood has influence on risk behaviours later in life and it relates significantly to depression (maternal – $r=0.52$, $p<0.05$; paternal – $r=0.61$, $p<0.05$), clinical depression (maternal – $\lambda(5, 96)=0.67$, $p=0.00$; paternal – $\lambda(5, 98)=0.39$, $p=0.00$), anxiety (maternal – $r=0.46$, $p<0.05$; paternal – $r=0.38$, $p<0.05$), aggressive behaviour (maternal – $r=0.56$, $p<0.05$; paternal – $r=0.66$, $p<0.05$), and tobacco addiction (maternal – $\lambda(5, 54)=0.33$, $p=0.00$; paternal – $\lambda(5, 54)=0.33$, $p=0.00$), but not to heroin addiction (maternal – $\lambda(5, 56)=0.88$, $p=0.18$; paternal – $\lambda(5, 546)=0.97$, $p=0.92$). Most of our findings are consistent with the results of other studies. They raise also new questions regarding the different long-term effects of mother and father's perceived rejection. Key words: acceptance, rejection, depression, anxiety, aggressive behaviour, heroin addiction, tobacco addiction, IPARTheory.

PARENTAL ACCEPTANCE-REJECTION AND EXTERNALIZED BEHAVIOUR PROBLEMS IN ELEMENTARY SCHOOL CHILDREN

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According to Ronald Rohner's Interpersonal Acceptance-Rejection Theory (IPARTheory), perceived parental rejection and other forms of interpersonal rejection appear to be major predictors of almost all forms of behaviour problems, including conduct disorder, externalizing behaviour, delinquency.

Perceived rejection by parents is identified as a risk factor regarding children's wellbeing and psychological adjustment and vice versa, perceived parental acceptance is a protective factor of various kind of risk behaviours. The aim of this report is to present an empirical study of interrelationship between perceived parental acceptance and rejection and externalized behaviour problems in elementary school children. The sample consists of 104 subjects – 52 children and 52 parents. Children are between 8-11 years of age ($M=9,46$; $SD=0,67$), 30 (57,7%) girls and 22 (42,3%) boys. Two assessment instruments were used: (1) the Bulgarian adaptation of the two versions (Mother Version and Father Version) of Parental Acceptance-Rejection Questionnaire for school children (PARQ/C, Child), (2) the Bulgarian adaptation of the parental version of Child Behaviour Checklist for ages 6-18 (CBCL/6-18). Our results confirmed

the research hypotheses and are in line with the IPARTheory main postulates. Perceived parental rejection of both parents – the mother ($r=0,591$, $p<0,000$) and the father ($r=0,578$, $p<0,000$) – has a positive correlation with the children's externalized behaviour. All the correlations between the scales measuring perceived maternal and paternal rejection (hostility/aggression, indifference/neglect, undifferentiated rejection) and the scales of externalized behaviour problems (rule-breaking behaviour, aggressive behaviour) correlate significantly. Perceived acceptance (warmth/affection) by both parents (mother – $r=-0,600$, $p<0,000$; father – $r=0,503$, $p<0,000$) correlates negatively. The results are discussed within the framework of IPARTheory and other body of research studying similar constructs. The results can be of practical value regarding consultations of families with children with externalized behaviour problems, variety of programmes for parents, the importance of father figure in child's life. Key words: acceptance, rejection, externalized behavioral problems, elementary school children, parent-child relationships, IPARTheory, aggressive behavior.

THE ROLE OF PERCEIVED TEACHER ACCEPTANCE ON STUDENT'S RESILIENCY, CLASSROOM SOCIAL CLIMATE AND ACADEMIC SUCCESS

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Throughout their development youth face a wide variety of challenges, namely career related, that they must deal. And to deal with these developmental challenges they need to have significant sources of social and emotional support as well as an adequate set of social, emotional and academic skills. In schools, teachers play an important role, through the work that they do with their students, to promote their social, emotional and academic skills. The quality of the interpersonal relationships established between teachers and students, namely in classrooms, contribute not only for their academic success and behavioral adjustment, but also to build strong foundations for future psychological adjustment. Thus, the objective of our research was to analyze the connection between student's perception of being accepted by their teachers and school success, their resiliency level, as well as their perception of classroom social climate. To achieve our objective we applied the Teacher Acceptance-Rejection Questionnaire (TARQ, Rohner, 2005), the Classroom Processes Inventory (IPSA,

Bastos, Barbosa, Oliveira, & Dias, 2009), the School Success Profile (SSP, Bowen & Richman, 2005) and the Child and Youth Resilience Measure (CYRM-28, Liebenberg, Ungar & Vijver, 2012), to a sample of 223 high school students, with ages between 12 and 18 years old. Our results showed that student's perception of being accepted by their teachers was significantly associated with higher levels of resiliency, higher levels of engagement and satisfaction with school and a more positive perspective of classroom processes. Also, we found that lower levels of teacher rejection, when associated with high levels of school engagement and satisfaction, predict higher levels of resiliency. Our results underline the importance of teacher acceptance for the promotion of positive school climate, resiliency and school success, which in turn are variables widely associated to academic achievement in scientific literature. Which means that educational intervention aimed to promote school success and social and emotional development should focus on improving the quality of relationships between teachers and students, namely in terms of warmth expression.

PERCEIVED PARENTAL ACCEPTANCE – REJECTION IN CHILDHOOD, PERSONALITY CHARACTERISTICS AND ANXIETY IN INTERPERSONAL RELATIONSHIPS IN ADULTHOOD

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University of Zadar (Zadar, Croatia)

Andrea Zoroja

(Zagreb, Croatia)

The aim of the study was to examine the relationship between perceived parental acceptance-rejection in childhood, personality characteristics and anxiety in interpersonal relationships in adulthood. The research was carried out in Zagreb, Croatia among 235 graduate university students (61% females), aged between 20 and 30 years ($M=23.11$, $SD=1.508$). Respondents completed Parental Acceptance-Rejection Questionnaire (Mother and Father Versions, short forms), adult Personality Assessment Questionnaire (short form), Interpersonal Relationship Anxiety Questionnaire, and Personal Information Form. Anxiety in interpersonal relationship was negatively correlated with perceived parental warmth-

affection, and positively with perceived parental hostility-aggression and indifference-neglect, and father's undifferentiated rejection. Furthermore, it was positively correlated with hostility-aggression, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative world view. Results of hierarchical multiple regression analyses indicated that, after controlling for age, gender and parents' educational level, perceived indifference – neglect from father, negative self-esteem and negative self-adequacy made significant independent contribution to interpersonal relationship anxiety. Results are discussed in line of Interpersonal Acceptance-Rejection Theory (IPARTheory).

RELATIONAL SELF-REGULATION AND PERCEIVED CLOSENESS IN COHABITATING AND MARRIED COUPLES IN COLOMBIA

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Relational self-regulation refers to behaviors and efforts that individuals make to improve their relationships (Halford et al., 2007). Previous research on couple relationships indicates that relational self-regulation is a significant predictor of relationship satisfaction and stability (Meyer et al., 2012; Wilson et al., 2005). Also, research on couples suggests that cohabitating couples are more likely to have less satisfaction and stability. However, little is known about the association between self-regulation and other indicators of relationship quality, such as perceived relationship closeness. Perceived closeness in an intimate relationship derives from activities that

partners share in different areas: emotional, sexual, and intellectual (Schaefer & Olson, 1981). This research study focused on evaluating the association between self-regulation and perceived closeness in heterosexual married and cohabitating dyads. Research questions included: Do individuals in cohabitating and married couples differ in self-regulation and perceived closeness? Do individual and partner self-regulation account for men's and women's perception of closeness in both married and cohabitating couples? Participants were 60 couples (30 cohabitating).

COMPETENCIES AND EDUCATION FOR CLINICAL NEUROPSYCHOLOGISTS: EXPERIENCE OF THE EUROPEAN COUNTRIES

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Bengt Persson

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Abstract body. The models of specialist education and training in Clinical Neuropsychology in the European countries are variable. The Standing Committee on Clinical Neuropsychology initiated a series of structured interviews to collect information on the required competencies of Clinical Neuropsychology. The aim of the symposium is to present the results acquired from these interviews. Guiding principles on how specialist education and training in Clinical Neuropsychology is recommended to be organized in Europe are also presented and discussed.

Press paragraph. The symposium on European competencies and education in Clinical Neuropsychology is organized by the EFPA Standing Committee (SC) on Clinical Neuropsychology, professor Laura Hokkanen (University of Helsinki, Finland) as the chair. Professor Gus Baker (University of Liverpool, UK) first discusses the implications of a competency framework with UK as an example. Bengt Persson (Linnaeus University, Sweden) and Fernando Barbosa (University of Porto, Portugal) then describe new results of a study conducted by the SC comparing core competencies in the areas of assessment, intervention and consultation, and additional competencies in areas such as research and teaching across countries in Europe. Finally, Laura Hokkanen analyses agreement on preliminary recommendations on the models of specialist education and training in Clinical Neuropsychology. The recommendations were

based on a previous survey by the SC which examined the legal status and general structure of specialization training in Europe. Although the need of each competency in practicing Clinical Neuropsychology are evaluated similarly, many of the competencies that are considered very necessary are not required when entering the profession in most countries. A common model of specialization training in Clinical Neuropsychology targeting the necessary competencies would help harmonizing and leveraging the quality of the clinical practice in Europe.

General summary of the Symposium. Specialization and training in Clinical Neuropsychology in the European countries is variable. The Standing Committee on Clinical Neuropsychology, appointed by EFPA, has previously collected data on the educational routes to becoming a Clinical Neuropsychologist. Information on the content of the education or the requirements of the profession in Europe is lacking, however. Competency framework within Europe has been established for psychology on the basic level but not within Clinical Neuropsychology as a specialist field. The aims were to compare competency requirements between different countries within Europe and to take steps towards a harmonized specialization in Clinical Neuropsychology. Methods. A series of structured interviews were conducted. The interview was based on the framework of foundational, functional, and additional competencies applied in the United States. The

responders were asked to first indicate if each of the competencies are currently required when entering the profession of a Clinical Neuropsychologist in their country, and then to evaluate how important they are. Finally, recommendations regarding education and training of Clinical Neuropsychologists were reviewed. The responders were senior Clinical Neuropsychologists with a longstanding and detailed knowledge about the training procedures of Clinical Neuropsychologists in their country. Two experts from each country were interviewed.

Thus far, 20 countries are represented. The symposium will begin with a presentation on the importance of reviewing competencies, education, and training when developing a profession, using UK as a model. The foundational, functional and additional competencies in Clinical Neuropsychology will then be compared across Europe. The fourth presentation will describe the general agreement among the respondents on five recommended principles regarding specialization.

Finally, discussion will be open to all participants.

CLINICAL NEUROPSYCHOLOGY: THE DEVELOPMENT OF A TRAINING AND A COMPETENCY FRAMEWORK

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Gus Baker

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The profession of Clinical Neuropsychology involves the employment a scientific understanding of the relationship between brain and neuropsychological function within an applied clinical context. As a consequence, Clinical Neuropsychologists require not only generic clinical skills and knowledge of the broad range of mental health problems, but also a substantial degree of specialist knowledge in the neurosciences to support competent assessment of neurological patients. Treatment and rehabilitation approaches encompass a broad range of specialist emotional, behavioural and cognitive interventions not only for the client, but also for the client's family and carers. As part of the development of the profession it has been

necessary to continually review training and modelling of core competencies for clinical practice. In this presentation the presenter will draw upon the UK experience to highlight the challenges of an evolving profession and the provision of training that is fit for purpose. Information will be presented on identified core competencies and training routes for Clinical Neuropsychology in the UK drawn from published documents including British Psychological Society Division of Neuropsychology Competency framework 2012 and Training and response document 2014. Implications for the work of the European Standing Committee on Clinical Neuropsychology will be discussed.

EXPERT APPRAISALS FROM 20 EUROPEAN COUNTRIES: CORE COMPETENCIES NECESSARY FOR CLINICAL NEUROPSYCHOLOGY

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Bengt Persson

Linnaeus University (Växjö, Sweden)

Training in Clinical Neuropsychology vary considerably in Europe. Competency frameworks exist in individual countries such as UK and USA but common guidelines on the European level are lacking. In order to evaluate the entry-level expectations, the EFPA Standing Committee (SC) on Clinical Neuropsychology compared the professional core competencies across Europe. The SC conducted a series of structured expert interviews during 2018 with senior Clinical Neuropsychologists of 20 countries in Europe. The interviews comprised questions on how important 54 foundational and functional competencies were when entering the profession, and whether each of the competencies were currently required or not in the responders' countries. Representatives of 16 to 20 countries responded, depending on the question. All agreed that a very important area is to have scientific knowledge of neuropsychology and it's methods. The interviews show, however, that core competencies such as knowledge of key symptoms in illnesses, their incidences, and their effect on brain, patterns of impairment and their effect on function and behavior were required in only 60% or less of responders'

countries. Skills in analyzing referring questions, selecting instruments, gathering information, administration and scoring of tests and measures, interpretation of results and formulation of an integrated conceptualization were necessary in 70% of the responses. Skills in providing adequate feedback for specific audiences and recommendations were required in 60% of responders' countries. Knowledge in the area of individual and cultural diversity was required in 60% of responses. Ethical, policy and legal standards, as well as professional identity and awareness of the role as neuropsychologist were required in 65% of the responders' countries. The results will be discussed in the context of the fact that experts evaluate quite similarly the need of each competency in practicing Clinical Neuropsychology, but still many of the competencies considered necessary are not required when entering the profession in most countries. A common European specialization training in Clinical Neuropsychology targeting the necessary entry-level competencies would help harmonizing and leveraging the quality of Clinical Neuropsychological practice in Europe.

EXPERT APPRAISALS FROM 20 EUROPEAN COUNTRIES: THE RELEVANCE OF ADDITIONAL COMPETENCIES TO CLINICAL NEUROPSYCHOLOGY

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University of Helsinki (Helsinki, Finland)

Fernando Barbosa

University of Porto (Porto, Portugal)

The practice of Clinical Neuropsychology requires a set of entry-level competencies. Besides foundational (common across multiple areas of practice) and functional competencies (relative to specific areas), additional competencies regarding research/evaluation, teaching/supervision, management/administration, and advocacy may also be required in different European countries, at various levels. Here we present the results on the relevance of such competencies to Clinical Neuropsychology as evaluated by experts of different European countries. A series of structured interviews were conducted during 2018 with senior Clinical Neuropsychologists of 20 countries. The interviews comprised questions on how important 28 additional competencies were when entering the profession, and whether each of the competencies were currently required or not in the responders' countries. Representatives of 16 to 20 countries responded, depending on the question. Regarding the knowledge-based research/evaluation cluster, all competencies were considered "very necessary" by most respondents, and are required in most countries. Concerning the applied research/evaluation cluster, being able to perform research activities, communicate findings, and apply methods in evaluating effectiveness, was considered "very necessary", although the last competency is not

currently required in most countries. As to the teaching/supervision cluster, the competencies considered "very necessary" were (a) ethical issues and requirements relevant to teaching/supervision, (b) effective training in neuropsychological interviewing, test interpretation, case conceptualization, and development of recommendations, (c) effective training in treatment planning and provision of feedback, and (d) Sensitivity to individual and cultural differences. Despite their importance, these competencies are only required in a minority of countries. In relation to Management/administration and advocacy clusters, all competencies were considered "somewhat necessary", and with the exception of the collaboration with psychologists and other professionals to advocate for neuropsychology, none of the other competences are required in most countries.

Although the experts evaluate quite similarly the need of each competency in practicing Clinical Neuropsychology, many of the competencies that are considered very necessary are not required when entering the profession in most countries. A common specialization training in Clinical Neuropsychology targeting the necessary entry-level competencies in the various European countries would help harmonizing and leveraging the quality of the clinical practice in Europe.

TOWARDS A MORE HARMONIZED SPECIALIST EDUCATION AND TRAINING IN EUROPE: RECOMMENDATIONS IN CLINICAL NEUROPSYCHOLOGY

Laura Hokkanen

University of Helsinki (Helsinki, Finland)

The models and level of training in Clinical Neuropsychology in different countries in Europe is currently quite variable. In 2016-2017 The EFPA SC on Clinical Neuropsychology conducted a survey exploring the situation. Based on the results, elements were identified that could form the guiding principles for a more harmonized educational model. The aim of this study was to measure the level of agreement on these elements across Europe.

A structured interview was conducted in 2018 with experts in Clinical Neuropsychology of 20 European countries. The interview included five statements on specialist education and training in Clinical Neuropsychology. The responses were on a scale of agree fully / agree in part / do not agree. Representatives of 70% of the countries agreed fully with the statement The specialist education in Clinical Neuropsychology should be preceded by at least a five-year master's degree (or equivalent) in psychology and a minimum of one-year clinical practice. Representatives of 95% of the countries agreed fully with the statement The core elements of the specialist education should include theoretical study, practical training with supervision, and research experience.

Representatives of 80% of the countries agreed fully with the statement The theoretical studies, whether in the form of a program or a combination of separate courses, should be accredited by a national authority. Representatives of 95% of the countries agreed fully with the statement The length, depth, and breadth of the different elements within the specialist education must be sufficient to allow for the accumulation of advanced competencies necessary for a successful entry in the profession. Achieving these competencies typically requires several years of specialization in Clinical Neuropsychology. The EFPA EuroPsy Specialist certificate is currently available in psychotherapy and work & organizational psychology. Representatives of 80% of the countries stated that compared to the requirements of those two specialist areas, the requirements for Clinical Neuropsychologists should be similar. There was considerable agreement within the experts. Building on these guiding principles will help in defining recommendations on how specialization training in Clinical Neuropsychology could be developed in order to harmonize the field in the future.

PSYCHOLOGY OF SOCIAL TRUST

Irina Antonenko

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Ken Rotenberg

Keele University (Keele, United Kingdom)

Abstract body. Society functions as a multi-level system of trust–distrust. A level of trust in a society determines its effectiveness, but in modern society it decreases. Therefore, there is a social problem of trust, which is becoming increasingly acute. Psychology reveals a number of key aspects of this problem, first of all, examining the essence of trust, its psychological content, structure, functions in society and influence on other social spheres: economic, political, legal, educational, spiritual, etc. Trust is considered at various social levels: interpersonal, group, intergroup, organizational, within medium and large social groups, between these groups, in society as a whole, etc. At each of these levels, it has its own psychological characteristics, patterns and functions. Of particular importance are empirical studies of trust, which provide concrete material for solving the social problem of trust at a certain level. Some of these psychological aspects of the problem of trust in modern society will be considered at a symposium. Leading researchers in the field of social trust are planning to attend the symposium.

Press paragraph. Society functions as a multi-level system of trust–distrust. Psychology reveals a number of key aspects of this problem, first of all, examining the essence of trust, its psychological content, structure, functions in society and influence on other social spheres: economic, political, legal, educational, spiritual. Trust is considered at various social levels: interpersonal, group, intergroup, organizational, within medium and large social groups, between these groups, in society as a whole. At each of these levels, it has its own psychological characteristics, patterns and functions. Of particular importance are empirical studies of trust, which provide concrete material for solving the social problem of trust at a certain level.

Some of these psychological aspects of the problem of trust in modern society will be considered at a symposium. Leading researchers in the field of social trust are planning to attend the symposium. The report of professor Ken J. Rotenberg, is devoted to the issue of teen trust in the police. A system of psychological factors interconnected with personal trust will be presented. The report of Professor Antonenko I.V presents the dynamic content of trust. Professor Pier Paolo Bellini in his report focuses on the phenomena of credibility and trust in educational relations.

General summary of the Symposium. Society functions as a multi-level system of trust–distrust. A level of trust in a society determines its effectiveness, but in modern society it decreases. Therefore, there is a social problem of trust, which is becoming increasingly acute. Psychology reveals a number of key aspects of this problem, first of all, examining the essence of trust, its psychological content, structure, functions in society and influence on other social spheres: economic, political, legal, educational, spiritual, etc. Trust is considered at various social levels: interpersonal, group, intergroup, organizational, within medium and large social groups, between these groups, in society as a whole, etc. At each of these levels, it has its own psychological characteristics, patterns and functions. Of particular importance are empirical studies of trust, which provide concrete material for solving the social problem of trust at a certain level. Some of these psychological aspects of the problem of trust in modern society will be considered at a symposium. Leading researchers in the field of social trust are planning to attend the symposium. Some of these psychological aspects of the problem of trust in modern society will be considered at a symposium. The task is to consider external and internal factors of social

trust, its structure and its concrete manifestations in various spheres of social life: the importance of trust in building a positive identity, trust relationship personality, the dynamic content of trust, the Impact of Institutions, trust as a precarious resource, adolescents' trust in the police, trust and social networks, trust as a component of organizational social capital, reciprocal trust as a resource for the development of society, dynamics of trust, distrust and mistrust in international peacekeeping. Of interest are theoretical models of the studied aspects of trust and the results of specific empirical studies conducted in different

countries, cultures and societies. Theoretical and empirical results will be presented in presentations. Presentations will include generalized research results, which will facilitate their perception and allow you to get acquainted with a large number of different studies. This will allow, from a more general perspective, to consider the problem of social trust and to put forward adequate and effective psychological recommendations that contribute to the development of the individual, the organization and society as a whole. This will be a significant contribution to the development of the psychology of trust.

ADOLESCENTS' TRUST IN THE POLICE

Ken Rotenberg

Becci Leese

Pelin Togay

Yaser Hussain

Keele University (Keele, United Kingdom)

The acquisition of trust in the police during adolescence is essential to the development of law-abiding citizenship in contemporary society. Two studies were carried out to identify the social factors that affect adolescents' trust in the police. In Study 1, 285 13 to 15-year-old year students from a secondary school in the UK were administered the Adolescents' Trust Beliefs in Police (ATBP) scale and measures of: (a) generalized trust beliefs in others, (b) delinquency, (c) peer friendships, and (d) co-operation with the police. Some variables were assessed at two time points across a year period. It was found that the adolescents' trust in the police was positively correlated with generalized trust beliefs in others and co-operation with police and was negatively correlated with delinquency (all p s < .05). Regression analyses showed that the adolescents' co-operation with police longitudinally predicted the ATBP scale ($\beta = .16$, $p = .017$) indicating that that co-operation with police is a probable cause of their trust in the police. Also, the ATBP scores of pairs of good friends were appreciably correlated which confirmed the expectation that peer socialization

contributed to adolescents' trust in the police. In Study 2, 174 adolescents from a secondary school in an inner city of Birmingham UK, completed the ATBP scale and a standardized measure of reported parenting styles of their parents. It was found that the adolescents' trust beliefs in the police were positively correlated with reports of their parents demonstrating an Authoritative Parenting Style ($p < .05$) which entailed setting standards and engaging in adolescent-parent communication. Across studies, it was found that the ATBP scale demonstrated validity by being composed of the expected three-factor structure (reliability, emotional trust and honesty) and acceptable reliability by attaining psychometric standards of internal consistency (Cronbach alphas > .80) and stability across a year period, $r(211) = .48$, $p < .001$. The research yielded support for the conclusion that adolescents' behavioural dispositions towards the police, peer socialization, and parents' parental styles, contributed to the adolescents' trust beliefs in the police.

THE DYNAMIC CONTENT OF TRUST

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Trust is the most important characteristic of a person, a social group and society. The genesis of personal trust goes back to early childhood, but the development of trust occurs throughout a person's life. In the actual situation of social interaction, the level of trust shown by a person is due to a number of important factors. These are subjective, objective, environmental and situational factors of trust. Trust as a real phenomenon in its form of particular trust, is built each time afresh in relation to each new object, with consideration of the experience of the individual and his / her basic trust.

The purpose of the study was to identify differences in assessments of confidence in a person by his face with natural occlusion. The lower part of a person's face is considered to be very informative and therefore natural occlusion in the form of vegetation on the face covering the chin, facial contours, mouth can affect the credibility of the represented person. The

hypothesis was tested that when a person perceives a communicating object with facial vegetation in the form of a beard and mustache and without it, the communicating subject assesses confidence in the portrait in different ways. The subjects were 50 respondents, 29 women and 31 men, aged 21 to 58 years. They were presented with photographs of characters with vegetation on and without vegetation on the face. They assessed the degree of their trust in the depicted individuals using the Specific Interpersonal Trust Scale (Johnson - George & Swap) trust test. It was translated, adapted and validated for the Russian-language natives by TP Skripkina, O. Golub. It is shown that a character without vegetation causes greater confidence than the same character with facial hair. These differences in the estimates of the level of confidence in characters with facial hair and without it is statistically significant: $T = 2.79977$ with $p = 0.006408$. To analyze the data, the Student's t-test was used (STATISTICA.10).

NEUROPSYCHOLOGICAL REHABILITATION (EDUCATION) IN EMOTIONAL AND PERSONALITY PATHOLOGY

Joaquim Quintino-Aires

Institute Vegotsky (Cascais, Portugal)

Abstract body. The prevalence of personality disorder is 34% in primary health care samples (Tyrer & Batem, 2004). Multivariate studies to test the hypothesis of an association between personality pathology and the intensity of the symptomatic pathology, quality of life and quality of the doctor-patient relationship, found a global prevalence of 52.7% personality disorders (Carraça, 2012). Despite these numbers there is no response for these patients. The psychotherapeutic proposals both cognitive-behavioral and psychoanalytic have failed. There are no pharmacological treatment offers. There is no associated genetic factor and the cause appears to be educational. Professionals with training in the Theory of Activity (Leont'ev, 1959, Gal'perin, 1959, Talizina, 1988) and in Neuropsychological Historical-Cultural Rehabilitation (Luria, 1948; Tsvetkova, 1970; Gudmann & Craine, 1978; Akhutina, 2004) present a different therapeutic proposal with encouraging results. In this symposium, professionals from four different institutions reveal their methodologies, work materials and results achieved with their patients.

Press paragraph. The symposium begins with a very brief diagnostic and epidemiological data of emotional and personality pathology. A brief contextualization of both Theory of Activity and Historical-Cultural Neuropsychological Rehabilitation is presented, and the possibility of its use as an intervention orientation with this pathologies. Joaquim Quintino-Aires presents the re-education neuropsychological work plan through a case of a 12 year old boy with. He was brought to appointment for problems of impulsivity, smoking habits, and sexual behaviour with peers at school. Yulia Soloviev shows how fundamental principles of activity theory and concept of orientation provide useful methodology for neuropsychological correction and development. For further discussion, there

are three more cases of re-education neuropsychological work plan. Adriana Rua presents a case of 10 years old boy with anxiety and fears, unable sleep alone and take bath alone, and with low academic results. Patrícia Medeiros a case of a 11-year-old boy who threw chairs against the walls and other colleagues inside the classroom several different times. Tâmara Rodrigues a case of a 19-year-old boy with a history of school and social maladjustment, impulsivity, self-hetero-aggressiveness problems. All cases are documented with short videos and outcome of individual programs are integrated into a joint conclusion.

General summary of the Symposium. The prevalence of personality disorder is 34% in primary health care samples (Tyrer & Batem, 2004). Despite these numbers there is no response for these patients. The psychotherapeutic proposals both cognitive-behavioral and psychoanalytic have failed. There are no pharmacological treatment offers. There is no associated genetic factor and the cause appears to be educational. It is necessary to look for new intervention strategies. Neuropsychological education seems to be a possibility (Quintino-Aires, 2016). In this purpose, it is especially inspiring the contribution of the School of Moscow, founded by Vygotsky, Luria and Leont'ev. Notably is the Vygotsky's theory (1931) of the origin and development of the Higher Mental Functions. Neuroscience brings new scientific information that also guides us in this route. An example is the poor communication between prefrontal and amygdala in anger-prone patients (K. Bertsch et al., 2018). Of course, such a proposal required a rethinking of classical neuropsychological rehabilitation methodologies. The pedagogical proposals in Vygotsky's School were the support. Fundamental principles of activity theory

(Leontiev, 1959) and concept of orientation (Galperin, 1959) provide useful methodology for neuropsychological correction and development. In this symposium, professionals from different institutions reveal their methodologies, work materials and results achieved in their clinical studies of type n = 1. In order for all those present to be better able to follow the symposium, we begin with a brief introduction to the problem and

presentation of the first clinical case. We followed with a brief theoretical and practical demonstration of the activity theory (Leontiev, 1959) and concept of orientation (Galperin, 1959) in neuropsychological education, and more three clinical cases. We end with a summary that invites participants to the discussion, for which we keep 20% of the total time of the symposium.

NEUROPSYCHOLOGICAL RE-EDUCATION WITH A 10 YEARS OLD BOY WITH THE DYNAMICS OF VERBAL THINKING SYNDROME

Joaquim Quintino-Aires

Adriana Rua

Institute Vegotsky (Cascais, Portugal)

The Dynamics of Verbal Thinking allows children to develop very important psychological processes such as intelligent perception, the active attention and deliberate activity. Since the desire or intention to the conquer of each of the psychological activities mentioned above, it is necessary to go a long distance for the millions of neurons, and language functions as a highway of fast and accurate flow because it does not allow mistakes along the way. When there is a weak structuring of the posterior divisions of the left frontal lobe, people's thoughts will not move and they usually abandon the task or do nothing more than reproduce some habitual verbal or behavioral stereotype. The expression of this syndrome is most evident in situations of higher emotional stress as a consequence of having an unresolved problem. As a consequence fear arises of the inability to solve the problem. The verbal regulation allows the formulation of the resolution. Without it the problem remains

unresolved and with emotional stress increase. And for all this we understand that the Dynamics of Verbal Thinking Syndrome is not only of interest for clinical neuropsychology of the adult with brain injury, but also in developmental neuropsychology. We illustrate our work on neuropsychological re-education through a case with anxiety and fear. A 10 years old boy was brought to the appointment for problems of fear, unable to stay home alone, sleep alone and take bath alone with low academic results. After examination at psychological laboratory, carried out with the Voluntary Activity Study (L. Quintanar & Y. Solovieva, 2010) and the Rorschach Exner (2000), the plan of neuropsychological re-education was structured as proposed by T. Akhutina and Pylaeva N. (2004, 2012). We present the materials that mediate educational activity sessions and the results of the intervention.

NEUROPSYCHOLOGICAL RE-EDUCATION WITH A 12 YEAR OLD BOY DIAGNOSED WITH UNDERDEVELOPMENT OF ACTION CONTROL BY FRONTAL LOBE

Joaquim Quintino-Aires

Institute Vegotsky (Cascais, Portugal)

Neuropsychology began as a discipline that studied the relationship between brain and behavior. The professionals in this area applied their knowledge in adult clients with brain injuries. The need to work as well with children and adolescents would arise later, but one quickly realized that applying the knowledge to the developing ages could not be a simple process of transposition. The search for new understandings with the integration of new theoretical and clinical data, led to developmental neuropsychology. Particularly with the contribution of the Moscow School, founded by Vygotsky, Luria and Leont'ev, as well with contributions from leading scientists like Sechenov, Pavlov, Anokhin, Bernstheyin, among others, the neuropsychology of development proved to be more than just a discipline; probably without being this its original purpose, it provoked a major paradigmatic rupture in Psychological Science. The way we understand the complaints of our clients, how we accomplish our clinical

practice, and even the social commitment of psychologists in promoting citizenship, are now completely different. We illustrate our work on neuropsychological re-education through a case of underdevelopment of Action Control by Frontal Lobe Syndrome. A 12 year old boy brought to the appointment for problems of impulsivity, inability to be in the classroom for 50 minutes, smoking habits, sexual behaviour with peers at school. He was followed in Child psychiatry in the last 5 years. He received the diagnosis of Psychotic affective disorder. At the time of first consultation he was medicated with DIPLEXIL® 250 mg (Divalproex Sodium) and ZYPREXA® 5 mg (Olanzapine). Two years Psychoanalysis, without success. Two years of Cognitive-Behavioural therapy, also without success. We present the materials that mediate educational activity sessions and the results of the intervention controlled by Luria Neuropsychological Battery and the Rorschach-Exner.

DRAWING WITH ORIENTATION AS A METHOD OF NEUROPSYCHOLOGICAL CORRECTION AND DEVELOPMENT

Joaquim Quintino-Aires

Institute Vegotsky (Cascais, Portugal)

Yulia Solovieva

Puebla Autonomous University (Puebla, Mexico)

The aspects of design and application of methods for correction and development is one of emergent problems in child neuropsychology. Very often, psychologists use only methods of direct tasks or mechanic exercises, which are not interesting for children. Unreflective movements, repetition of words, direct memorization of items and images are frequently used by specialists. Another common choice for correction and therapies is context facilitation and adaptation. Our presentation shows how important proposals of activity theory, including the concept of orientation and development, as opposite terms for repetition and facilitation, might be used during introduction of drawing tasks with children. Cases of normal preschool children and of children with developmental difficulties are presented in the study. Method for introduction of drawing with orientation was used in guided tasks. Normal children worked in groups, while children with difficulties were submitted of individual sessions. The presentation includes important procedures by stages used during the

work with children. The program is based on the usage of the zone of proximate development and considers psychological structure of graphic activity. The program is divided into three stages: previous material actions of comparison and differentiation, introduction of drawing of objects based on analyses of shapes, drawing of objects with essential details. During the program, graphic representation of shapes is used with the help of constant external orientation. Examples of initial and final assessment with important changes in graphic activity of children are presented. In case of children with developmental difficulties, the method of drawing was used as a part of complex program for neuropsychological correction. Our experience pointed out positive possibilities of application of drawing tasks for children who are not ready for direct tasks with writing and reading. Fundamental principles of activity theory and concept of orientation provide useful methodology for neuropsychological correction and development.

NEUROPSYCHOLOGICAL RE-EDUCATION OF A 19 YEAR OLD MAN PRESENTING AN UNDERDEVELOPMENT OF ACTION CONTROL FUNCTIONS DUE TO FRONTAL LOBE SYNDROME

Joaquim Quintino-Aires

Institute Vegotsky (Cascais, Portugal)

Tâmara Rodrigues

*Associação Portuguesa de Psicologia Relacional
Histórica (Viseu, Portugal)*

The idea of merging the work of psychotherapy and neuropsychology (Quintino-Aires, 2016) arose from two main factors: Vygotsky's thesis on human development which requires a dialectic approach to society's demands on each person; and the need to optimize the clinical efficacy of psychotherapy. Using Psychotherapy as a tool for personal development is no longer just focused on counselling. With the introduction of Neuropsychology, it became an opportunity to assess the zones of proximal development (Vygotsky, 1987) and intervene so as to develop fulfilled and productive brains, able to contribute towards the exercise of citizenship. The author presents a case study on the Underdevelopment of Action Control Functions due to Frontal Lobe Syndrome of a 19-year-old man presenting a history of poor academic outcomes and aggressive behaviors. Up until the age of 14 he was seen at an Adolescent Mental Health Service and diagnosed with Antisocial Personality Disorder (F60.2, ICD-10). At around that time he was placed in a Mental Health Residential Care

where he remained until the age of 17. His medication plan involved Abilify 10mg (mane), Risperidone 2,5 mg (TDS) and Proaxen 300mg (BD).

Currently, he has monthly 75mg Risperidone depot injections. After assessment using Luria Neuropsychological Battery (1977) and Rorschach-Exner (2001), a treatment plan was developed based on the principles of neuropsychological rehabilitation as presented by Luria (1947) and Akhutina and Lylaeva (2004; 2012). The tools of (re)education used were described by Quintino-Aires (2016). The author presents videoclips of the neuropsychological intervention and its outcomes. Our aim was to analyze if integrating methodologies used in cases of brain injury rehabilitation could maximize the therapeutic gains of patients suffering with Personality Disorders. We believe that the changes are significant in an area where pharmacological treatment and traditional psychotherapeutic interventions seem to produce limited results.

THE DYNAMIC CONTENT OF TRUST

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Trust is the most important characteristic of a person, a social group and society. The genesis of personal trust goes back to early childhood, but the development of trust occurs throughout a person's life. In the actual situation of social interaction, the level of trust shown by a person is due to a number of important factors. These are subjective, objective, environmental and situational factors of trust. Trust as a real phenomenon in its form of particular trust, is built each time afresh in relation to each new object, with consideration of the experience of the individual and his / her basic trust.

The purpose of the study was to identify differences in assessments of confidence in a person by his face with natural occlusion. The lower part of a person's face is considered to be very informative and therefore natural occlusion in the form of vegetation on the face covering the chin, facial contours, mouth can affect the credibility of the represented person. The

hypothesis was tested that when a person perceives a communicating object with facial vegetation in the form of a beard and mustache and without it, the communicating subject assesses confidence in the portrait in different ways. The subjects were 50 respondents, 29 women and 31 men, aged 21 to 58 years. They were presented with photographs of characters with vegetation on and without vegetation on the face. They assessed the degree of their trust in the depicted individuals using the Specific Interpersonal Trust Scale (Johnson - George & Swap) trust test. It was translated, adapted and validated for the Russian-language natives by TP Skripkina, O. Golub. It is shown that a character without vegetation causes greater confidence than the same character with facial hair. These differences in the estimates of the level of confidence in characters with facial hair and without it is statistically significant: $T = 2.79977$ with $p = 0.006408$. To analyze the data, the Student's t-test was used (STATISTICA.10).

NEUROPSYCHOLOGICAL RE-EDUCATION WITH AN 11 YEAR OLD BOY DIAGNOSED WITH MIXED DISORDER OF CONDUCT AND EMOTIONS

Joaquim Quintino-Aires

Patrícia Medeiros

Institute Vegotsky (Cascais, Portugal)

Clinical neuropsychology of development is a recent area of intervention, with very positive results when applied to clinical cases traditionally with few effective responses. Particularly conduct disorders. Emotional control of the impulses is an essential component in these pathologies, and the poor communication between prefrontal and amygdala anger-prone patients is known (K. Bertsch et al., 2018). The quality of these connections has a marked plasticity throughout life, and the process of myelination is quite dependent on experience (M. Nickel and Ch. Gu, 2018). Vygotsky's theory (1930) on the formation of functional systems in neuropsychology, gains support in the results of neuroscience research. We show our work with an 11 year old boy diagnosed with mixed disorder of conduct and emotions, a group of disorders characterized by the combination of persistently aggressive, dissocial or defiant behavior with

overt and marked symptoms of depression, anxiety or other emotional upsets. Followed in consultation with children's psychiatry for three years, was brought to the Institute by appointment of the special education teacher, after police intervention at the school following another episode in which he threw chairs against the walls and other colleagues inside the classroom. He was given DIPLEXIL ® 250 mg (Divalproex Sodium). We explained the psychological assessment at the beginning and at the end of the intervention, as well as the neuropsychological reeducation methodology. Today, this young man is 13 years old, is well integrated into the public school, with academic success and good behavior, and child psychiatry has suspended the medication, which allows us to conclude about the effectiveness of neuropsychological reeducation in this case of disorder of conduct and emotions.

CULTURAL-ACTIVITY APPROACH AND TRANSFORMATION OF SCHOOL CURRICULUM: ADVANCES AND PERSPECTIVES

Anastasia Sidneva

Lomonosov Moscow State University (Moscow, Russia)

Elena Polotskaia

Université du Québec en Outaouais (Gatineau, Canada)

Iya Rekhman

Introchemist Association (Morrisville, USA)

Elena Vysotskaya

Maria Yanishevskaya

Psychological Institute of Russian Academy of Education (Moscow, Russia)

Svetlana Khrebtova

Moscow Pedagogical State University (Moscow, Russia)

Abstract body. This symposium will be devoted to the theme of bridging between theory and practice. Specifically, we focus on guidance and support provided by educational psychologists to construct school curriculum that promotes effective learning and enhances students' cognitive development through Developmental Instruction. We build on Cultural-Historical Activity Theory (CHAT) that stems from the educational theory of Vygotsky, Galperin, Davydov, and their colleagues. Following the principles of CHAT, transformation of school curriculum is mandatory to the introduction of Developmental Instruction. Two important entry points for such transformation will be discussed to address: how to identify the proper action that stands behind the concept in the human culture, and how to introduce this function of a concept to students. We will present some findings in subject domains such as mathematics, science, chemistry, and the teaching of the Elkonin-Davydov theory in higher education.

Press paragraph. This symposium is organized by an international group of researchers interested in the theory of Developmental Instruction and curriculum design in different domain-specific areas (mathematics, chemistry, science, and other subjects). We propose five communications under the umbrella of CHAT. Anastasia Sidneva, from Russia, will introduce the symposium and present the subject – problems and development in the area of transformation of school curriculum from the

point of view of CHAT. Elena Polotskaia, from Quebec, Canada, will present results from and reflections on an adaptation of Davydov's ideas in Quebec elementary school math curriculum regarding multiplicative thinking. Iya Rekhman, from North Carolina, USA, will introduce the 7th grade chemistry curriculum integrating Galperin's idea of third type of orientation basis. Elena Vysotskaya, from Russia, will share teaching and learning of ratio-based concepts from the point of view of CHAT. Maria Yanishevskaya, from Russia, will introduce the 5th grade science curriculum and results of its implementation in Russian schools.

General summary of the Symposium. The Cultural-Historical Activity Approach in educational psychology founded by L.S.Vygotsky and his scientific school (A.N. Leontyev, P.Ya. Galperin, V.V. Davydov, etc.). The CHAT plays an important role in modern educational practice allowing for the transformation of students' learning experience into a meaningful one. To attain this goal, the main factor is students' goal-oriented activity, which should be carefully organized by the teacher. Thus, teachers are important agents in this transformation as they design and choose appropriate actions, provide students with the rationale of their learning activities, and organize the step-by-step CHAT learning process. These features distinguish the CHAT approach from others. The teaching of a child can be organized in various ways that, according to Galperin, exploit the first, second, or

third type of orientation basis of action (OBA). The first type means that an OBA offered is not complete, so students have to look for missing features by themselves. When teachers use the second or third types of OBA they not only present OBA to students, but also encourage them to use it. Galperin's notion of the third type of OBA was developed further by Davydov and his colleagues, who emphasize transformation of the school curriculum as a main factor of Developmental Instruction. Two important points of such a transformation will be discussed during

the Symposium. First of all – how to find the proper action that stands behind the concept in the human culture? And the second one – how a concept's primary function can be presented to students? We will discuss how an educational psychologist can make a contribution to the transformation of the school curriculum. All presenters will talk about their findings in their respective areas of mathematics, science, chemistry, and the teaching of the Elkonin-Davydov approach at the tertiary level.

MULTIPLICATIVE RELATIONSHIP UNDER SCRUTINY: EXAMINING A GRADE 3 MATH LESSON THROUGH TWO THEORETICAL LENSES

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Quebec University (Quebec, Canada)

Sidneva Anastasia

Lomonosov Moscow State University (Moscow, Russia)

Activity Theory and its application to teaching mathematics at school have gained momentum in recent years in Canada. We are particularly interested in Davydov's theory of learning activity, focusing on learning as a goal. One should distinguish between a student's activity where the possibility for learning is covert and one where a student is actively looking to construct new knowledge. The former is generally practiced by Quebec teachers; the latter is our goal as researchers and agents of change. We draw on Davydov's relational understanding of number concept and the theory of stage-by-stage action formation (Galperin, 2002), which distinguishes between three types of orientation basis allowing for potentially different knowledge formations.

According to Galperin, only the third type ensures the development of a stable and reliable knowledge in its highest mental form. We designed and tested several classroom lessons to support students' development of relational understanding of number. One of these lessons focuses on the relations between lengths of Cuisenaire rods and a strip of paper. The lesson

was video recorded and analyzed using the two theoretical lenses. Objective: We aim to deepen our understanding of student-teacher-mathematics interaction in light of Davydov's and Galperin's theories. The lesson analyzed does not present all characteristics of learning activity in Davydov's terms. We identified the third type of orientation basis within teacher-student interactions, namely students orally deducing rod-rod multiplicative relationships based on rod-strip relationships and formulating a general rule of such relationships. At some point, students fail to connect the new knowledge to a previous one. This particular aspect is not addressed in either theories. The use of two theories analyzing the same concrete learning process substantially helps to deepen our understanding of teacher-student-mathematics interplay and raises a new question: What is the role of previous knowledge within the two theories? References: Davydov, V. V. (2008). Problems of developmental instruction: a theoretical and experimental psychological study. Hauppauge, NY: Nova Science Publishers. Galperin, P. (2002). Lectures on psychology. (A. Podolsky, Ed.). Moscow.

PROMOTING STUDENTS' TYPE OF LEARNING BY CHANGING TEACHING CONTENT (NATURAL SCIENCES DOMAIN)

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The third type of learning formulated by Galperin is considered to be the highest level, but it is a challenge to design such learning from scratch. With this ultimate goal in mind, we have tried to improve teaching and learning in the domain of natural sciences, in particular, in chemistry. We assume that the most important concepts are those that are considered basic knowledge, and that these should be understood by students at the first (motivation) stage, according to P. Galperin. This preliminary work helps students to learn the ways of communication in the subject – it provides students with a primary form of analysis («method of analysis») in Galperin's terms and with the most abstract form of the concept in Davydov's terms. These principles dictate that students learn the important concepts and corresponding models through a meaningful activity that substantiates each basic concept. Our next assumption is that the most effective activity to present a concept

and its model to the students is one with strong cultural references: something people did in the past to satisfy their needs as humans. In the case of chemistry, it is preparation of needed substances from available ones. Primary models to succeed here are the basic particle model and the element cycle model. Upon these ideas we designed a teaching strategy for chemistry domain (Grades 6 to 9) within the educational design research framework, and 20 years of research, testing, and refinement have proven its efficiency and effectiveness. Students build the models step by step from the very start (abstract model) to much more detailed ones that correspond to the regular standards. This gradual development is possible as students' activity develops. Our experience shows that teaching content matters. It shapes and determines students' understanding, attitude, engagement, motivation, and, in turn, their willingness to learn further.

TEACHING AND LEARNING RATIO-BASED CONCEPTS: ACTIVITY THEORY APPROACH

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Ratio-based concepts such as velocity, density, pressure, and power are vital for learning mathematics and natural sciences. To master these concepts, students have to operate ratios easily and confidently. Most common mistakes are made when students consider changes of only one parameter in a ratio. These mistakes are often attributed to lack of logical multiplication between the ages of 6 and 10 years. Thus, ratio-concepts are considered to be age-dependent and are taught to 12-year olds and up. We study the psychological aspects of the acquisition of ratio-concepts. Our research focuses mostly on early stages: what actions should students learn and what tools and instruments should be provided to mediate these actions? We assume that goal-oriented cooperation among students is a proper psychological basis to build a ratio-concept. The main features of the learning environment are: (1) pairs of students control an intensive property (density or concentration) – each member can change only one parameter of the ratio; (2) to make the changes tangible for students, we start from a material form of

action – hands-on experiments or computer simulations; (3) to make the activity meaningful for students, we design activities with strong cultural references – we reconstruct the concept of density through buoyancy problems and concentrations through paint-mixing. The hypothesis has been tested for a decade within the educational design research framework. More than 10 classes (over 250 students of Grades 2 to 6, 8-13 year-olds) took part in our research project. We have observed the interiorization of the actions taught: from external coordination performed by two students to the internal individual concept of ratio. Post-tests results and consequential progress of our students in learning physics and chemistry show significant benefits of the suggested introductory curriculum. Thus, the concept of “age boundaries” can be replaced by understanding of the psychological nature of ratio-based concepts as we suggest that learning these concepts demands special features of a learning environment more than a minimum age.

INTRODUCTION TO NATURAL SCIENCES THROUGH TESTING TECHNOLOGIES: “NARTURE” FOR 5-GRADERS

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Middle school students gradually lose their interest in learning in general and in learning natural sciences in particular. It seems that school subjects (Chemistry, Physics, etc.) answer questions that students do not ask, so students are not willing to learn these answers. We refer to the Developmental Instruction (Elkonin & Davydov) to devise an introductory course to address this issue and to scaffold students' interest to learn natural sciences. To foster students' high-order (theoretical) thinking, we introduce concepts that are not ready-made. Students should retrieve them as a reflection of their own meaningful and goal-oriented activity. This activity is designed to reconstruct the origin of the concept and refers to the history of human culture. We have devised “NartURE” for 5-graders to help them develop theoretical thinking and have a smooth transition to natural science courses afterwards. The key idea of our course is to allow students feel the culture flow and development of science. This can be done through reconstruction of technologies that helped people to survive and transform nature materials into artifacts. During a learning cycle

students: (1) read a text that poses a problem and describes desired results (what features needed) and corresponding technologies as a way to achieve them; (2) test the described technologies in the classroom (bread-making, weaving, etc.); and (3) build up a model that helps to predict the results and control technological processes. Main models used throughout the course comprise a technological flow chart (from raw materials to final products) and the basic particle model. The first helps students to track the sequence of operations needed to get a product. The second scaffolds students' understanding of how visible changes emerge from invisible ones. We have taught “NartURE” to over 320 5-graders (12 classes during 6 years), constantly revising, refining, and upgrading learning materials. Post-tests results show that students keep up with the curriculum – thus, it is feasible. Moreover, our students tend to participate in science competitions at school and regional levels and often choose advanced science courses as they progress through schooling.

PSYCHOLOGY FROM A HUMAN RIGHTS PERSPECTIVE

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Abstract body. Human Rights are a widely acknowledge standard for the evaluation of political conduct and practice. In psychology, the debate about Human Rights is still limited. The symposium highlights the role Human Rights should and could play also in psychology, both within psychology and its organisations as well as when psychologists are confronted with cases of Human rights violations. Press paragraph Human Rights are an important norm for living together. Adherence to Human Rights can help to improve relations between national states, but also between groups and individuals. Psychologists know a lot about the conditions that lead to Human Rights violations, the misuse of Human Rights to legitimate injustice, consequences of Human Rights violations as well as how to support victims of Human Rights violations. The symposium aims at making this connection vivid for psychologists and for society.

General summary of the Symposium. The symposium will highlight the connectedness of Human Rights and psychology. It will contribute to a better understanding and promotion of this connection both within society as well as within psychology as a professional discipline.

Press paragraph. Decolonizing Psychology: A Human Rights Issue, EFPA Board Human Rights and Psychology. In this symposium, colleagues from different parts of the globe will present different perspectives on the theme of a decolonial, multi-indigenous and inclusive psychology from a human rights perspective. Ava Thompson, PhD & Milagros Mendez Castillo, PhD: Psychology Education and Training in the

Caribbean: A Perspective on Decolonization and Promoting Human Rights; Rolando Díaz –Loving, PhD: Synthesizing universal and idiosyncratic paradigms; Waikaremoana Waitoki, PhD & Simon Bennett, PhD: Indigenous psychological knowledge: Protecting culture and humanity; Polli Hagenaaars, MSc: Inclusive Psychology, essential to Human Rights; Human Rights, essential for an Inclusive Psychology.

General summary of the Symposium. The theoretical framework for decolonizing knowledge production, dissemination and application has grown substantially across disciplines in the last 50 years but the explicit call for a “decolonial psychology” is a relatively recent development. This symposium integrates seminal work from psychologists as well as from other disciplines, including Thomas Teo’s (2005) classic publication, *The Critique of Psychology: From Kant to Postcolonial Theory*, as well as Teo’s (2018) more recent publication, *Outline of Theoretical Psychology, Critical Investigations*; other critical scholarship includes among others, Glenn Adams et al. (2015), *Decolonizing Psychological Science, Introduction to the Special Thematic Section of the Journal of Social and Political Psychology*. In this symposium, the presenters explore two major questions: 1. To what extent are historical unequal social-economic relations and colonialism reflected in contemporary methodology, epistemology and applied profession of psychology? 2. How can psychologists integrate the human rights approach with a decolonizing framework and contribute to the development of an inclusive, global discipline that serves all of humanity?

INTEGRATING PSYCHOLOGY, ETHICS AND HUMAN RIGHTS IN A GLOBALIZING WORLD: ISSUES, CHALLENGES AND RECOMMENDATIONS

Ulrich Wagner

Philipps-University (Marburg, Germany)

Janel Gauthier

Laval University (Quebec, Canada)

The discipline of psychology has a long and rich history of investigating how humans related to and treat each other. Much of the related theory emerged and matured in the latter half of the 20th century, which coincides with the emergence and proliferation of human rights as an international discourse following the adoption of the Universal Declaration of Human Rights by the UN in 1948 and the development of the very first ethics codes for psychologists. Nevertheless, psychology and human rights have developed mostly in isolation. This is also true of psychological ethics and human rights. Only recently have psychologists begun to explicitly explore psychology's responsibilities to society regarding the promotion and protection of human rights, and to discuss how best to connect and integrate psychology, ethics and human rights to build a better world for all persons and peoples. The purpose of this presentation is two-fold: (a) to address the question of whether psychology's responsibilities

include actively promoting and protecting human rights and, if so, what this means for psychology and for psychologists who live in an ever increasingly globalizing world; and (b) to examine how psychological ethics can support human rights in psychology and help further the promotion of human rights for the benefit of humanity. The presentation will open with a brief history of the origins, development, and contemporary meaning of psychological ethics and human rights. Then, using the Universal Declaration of Ethical Principles for Psychologists (2008) and the Universal Declaration of Human Rights (UN, 1948) as the primary references, the ways in which psychological ethics and human rights complement and differ from each other will be examined. After considering the issues about connecting ethics and human rights in psychology, recommendations will be made about how they can join forces to achieve enlightened globalization.

EXCLUSION OF REFUGEES – A VICIOUS CIRCLE OF HUMAN RIGHTS VIOLATIONS AND DEVALUATING THE VICTIMS

Ulrich Wagner

Philipps-University (Marburg, Germany)

Human Rights are supposed to be valid for all people. The same holds true for the idea of equality and equal access to resources. Violations of these principles are omnipresent, in these days visible, e.g., in the rejection of refugees in different parts of the world. A relevant practical and scientific question is, how all of us, as observers of Human Rights violations, handle such contradictions between widely accepted ethical standards and everyday political conduct? An important precondition for bearing such contradictions is to split the world up into “us” and “them”. Being ascribed to an outgroup ostensibly justifies to be devaluated and to be treated unjustly in getting access to resources –

a process often (miss-)used in political discourse and backed up by the well-known social-psychological process of ingroup-outgroup differentiation. Psychologists know how individuals respond to enduring injustice: They tend to devaluate the victims and declare ethical standards not relevant for outgroup members. In this way both, the political debate as well as psychological mechanisms, contribute to a vicious circle in which injustice and devaluation go hand in hand. The paper discusses political and psychological means to overcome such perpetuations and step-up against injustice and derogation.

PROMOTING HUMAN RIGHTS THROUGH GOOD PSYCHOLOGICAL SCIENCE: PREVENTION RESEARCH AS A CASE EXAMPLE

Ulrich Wagner

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Abigail H Gewirtz

University of Minnesota (Minnesota, USA)

Psychological scientists may de-emphasize a focus on human rights in favour of good science. However, this presentation takes the perspective that good psychological science advances human rights in important and tangible ways. Prevention research – i.e. research focused on the development, testing, and widespread implementation of evidence-based programs to

prevent psychological disorders – provides one such example. The presentation reviews the prevention research field, its contributions within psychology and its explicit and implicit focus on human rights. A case example is provided of prevention research with families affected by traumatic stressors such as war, and other types of violence.

RIGHTING OUR OWN WRONGS: ACCOUNTABILITY AND ACTIONS FOR PSYCHOLOGISTS

Ulrich Wagner

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Jeanne Le Blanc

(Vancouver, Canada)

As psychologists considering human rights, we tend to highlight concerns about actions made by those outside of our own profession. However, leadership and peers within psychology are not immune from making choices which may purposely or inadvertently negatively impact the human rights of others. It is on these occasions

in which individual psychologists can choose to remain silent or to speak out against injustice. This presentation will highlight the importance and process of speaking out as an individual, and also techniques for organizing a multi-faceted response to human rights challenges within our own profession.

PSYCHOLOGY AND THE GLOBAL HUMAN RIGHTS AGENDA ON SEXUAL ORIENTATION AND GENDER IDENTITY

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Sharon Horne

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Eric Manalastas

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Sexual orientation and gender identity (SOGI) concerns are among the most recent additions to the global discourse on human rights. Although Article 2 of the 1948 Universal Declaration of Human Rights (UDHR) proclaimed that all humans are entitled to the same equal rights regardless of "race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status," the inclusion of sexual orientation and gender identity (SOGI) as protected statuses only began to emerge in the mid-1990s and remains a dynamic, ongoing human rights project. In this presentation, we describe psychological science's contributions to the global rights agenda on sexual orientation and gender identity through historical documents, position papers, and other official policy. First, we trace the historical stance taken in psychology and other related disciplines on same-sex sexualities and on gender diversity, and how this positioning shaped how psychologists

addressed (or in some cases failed to address) gender and sexual minority rights concerns. Second, we examine how global rights entities such as the United Nations Commission on Human Rights have engaged sexual orientation and gender identity. Third, we consider a growing tension in the area of human rights and SOGI concerns – the mobilization of human rights language in the resistance to equality for LGBT+ people. We analyze how psychology, as an academic discipline, as a profession, and as an organized network of professional associations have contributed to and can help further advance the human rights agenda for lesbian, gay, bisexual, transgender, and other gender and sexual minority (LGBT+) people, despite ongoing challenges in many parts of the world. We will provide an opportunity for discussion on human rights related to SOGI concerns based on the points from our presentation.

SOCIAL AND EMOTIONAL SKILLS IN THE EDUCATIONAL CONTEXT: DEVELOPMENT AND ASSESSMENT

Tatjana Kanonire

Alena Kulikova

Ekaterina Orel

*National Research University Higher School of
Economics (Moscow, Russia)*

Abstract body. This symposium aims to present various aspects of social and emotional skills development and assessment in the educational context. These skills drive numerous measures of social outcome including health and well-being, and there are roles for policy-makers, teachers and parents to play in improving the learning environment. During the symposium prof. Sergienko and her colleagues will present the first results of the program of social and emotional development in schools, including the study of its effectiveness. Dr Javier Suarez-Alvarez will discuss the evidence-based lessons to foster socioemotional learning. Dr Miloš Kankaraš will present the large-scale cross-cultural study of social and emotional skills which is currently been running in 11 countries, including Russia. Alena Kulikova will present the results of the longitudinal study which aims to relate social and emotional skills to the various aspects of the students' behaviour.

Press paragraph. Children need to develop a balanced set of cognitive, social and emotional capabilities, such as perseverance, sociability and self-confidence, to face the challenges of the 21st century. These skills nowadays are a part of the curriculum in many national educational systems. The symposium "Social and emotional skills in the educational context: development and assessment" will discuss a large area of social and emotional development and assessment in educational context. Speakers from academic institutions and the Organization for Economic Co-operation and Development (OECD) will discuss these issues, focusing on scientific and policy outcomes and the increasing role of social and emotional skills in the modern education and society. The symposium would contribute to the knowledge about "what works" to enhance social and emotional learning, the

efforts made to foster it, and the actions taken to measure these skills and identify promising avenues for effective social and emotional development.

General summary of the Symposium. A large body of literature finds that social and emotional skills (SES) such as perseverance, sociability and self-confidence drive numerous measures of outcomes including health and well-being. SES are malleable, and there are roles for policy-makers, teachers and parents to play in improving the learning environment. Key objectives of this symposium are to reveal the best practices in the field of development and assessment of the SES. In the development section prof. Sergienko and colleagues will present the Russian programme of social and emotional development for children from 4 to 17 y.o. which is currently being run in Russian schools. Dr Javier Suarez-Alvarez will describe a wide range of social and emotional learning programmes to illustrate the variety of strategies in fostering the development of SES with a strong focus on what has proven to work well, what are the main challenges, and what are the lessons learnt. Dr Miloš Kankaraš in the assessment section will present the first results of the large-scale cross-cultural pilot study of SES in schools which has been running across 11 countries (including Russia) in 2018. He will describe the measurement properties of 19 SES scales, will present how student's SES differ across various socio-demographic groups, and between the two cohorts (10 and 15 years old), and will examine relationships between SES and various environmental factors that might influence their development. And finally, Alena Kulikova and colleagues will discuss the relationships between inattention and hyperactivity at the beginning of the primary school and the level of SES at the end

of it on the unique longitudinal data collected for 1164 students of Moscow primary schools in 2015–2018. Thus, this symposium would contribute to the knowledge about “what works” to enhance SES, the efforts made to foster them, and the actions taken to measure them and identify promising avenues for effective social and emotional development.

Presenters Alena Kulikova, junior research fellow, Institute of Education, National Research University Higher School of Economics, Moscow, Russia Ekaterina Orel, PhD, research fellow,

Institute of Education, National Research University Higher School of Economics, Moscow, Russia Miloš Kankaraš, PhD, Directorate for Education and Skills, OECD, France Javier Suarez-Alvarez, PhD, Directorate for Education and Skills, OECD, France Elena Sergienko, doctor of psychological science, Institute of Psychology Russian Academy of Sciences, Moscow, Russia Evgenia Lebedeva, Institute of Psychology Russian Academy of Sciences, Moscow, Russia Anna Ulanova, Institute of Psychology Russian Academy of Sciences, Moscow, Russia

THE RELATIONSHIP BETWEEN BEHAVIORAL PROBLEMS AND SOCIAL AND EMOTIONAL SKILLS BASED ON LONGITUDINAL DATA FROM MOSCOW PRIMARY SCHOOLS

Tatjana Kanonire

Alena Kulikova

Ekaterina Orel

National Research University Higher School of Economics (Moscow, Russia)

The increasing number of studies and programs on the social and emotional skills (SES) development in schools shows their importance for the students' wellbeing and future outcomes (see, for example, Poropat, 2009). The purpose of this study is to explore the relationships between students' behavioral problems such as inattention and hyperactivity at the beginning of the primary school and the level of SES (task achievement, cooperation and emotional control) at the end of the primary school. The unique longitudinal data were collected for 1164 students (50% girls) in 2015 when they were in 1st grade of school, in 2017 – the 3rd grade and in 2018 – the 4th grade, the end of primary

school, in Moscow, Russia. Behavioral questionnaire was developed as an ADHD checklist for the teachers. SES were measured using self-reports from students, the questionnaire was developed as a monitoring instrument for schools to assess SES (Orel, Kulikova, 2018). The results show the negative correlation between inattention and all SES. Though the associations between hyperactivity and SES are very low or even insignificant (for example, for emotional control). This is unexpected result and possible explanations will be presented as well as more detailed picture of the connection between behavioral indicators and social and emotional skills.

SOCIAL AND EMOTIONAL SKILLS OF STUDENTS – RESULTS OF AN INTERNATIONAL PILOT STUDY

Tatjana Kanonire

National Research University Higher School of Economics (Moscow, Russia)

Miloš Kankaraš

OECD (Paris, France)

In this work we will present initial results of a pilot study in which we were assessing 19 social and emotional skills of 10- and 15-year-old students. The pilot study is conducted in 11 cities and countries around the world as a preparation for the main study that will be conducted in October and November 2019 in all 11 participants. There were 500 students per cohort per city/country, thus around 11000 students in both cohorts across all participating cities and countries. Students's social and emotional skills are assessed through three different sources: using students' own self-reports on their typical behaviours, thoughts and feelings, then their parent's reports, and reports of a teacher that knew these students best. Apart from the assessment of students social and emotional skills, the study collected a range of contextual information about home, school and peer environments in which students live through comprehensive set of questionnaires administered to students themselves, their parents, teachers and school principals. We

present four set of results. We first describe item and scale-level descriptive statistics and measurement properties of 19 scales from three different informants. Then we present how student's social and emotional skills differ across various socio-demographic groups, and between the two cohorts. We then examine relationships between social and emotional skills and various factors in their family, peer and school environment that might influence their development. Some of these factors are quality and quantity of their relationships with parents, teachers or classmates, teacher pedagogies, school assessment practices, etc. Finally, we examine the associations of students social and emotional skills with a wide set of life outcomes, such as educational achievement, social connectedness, health, personal well-being. We conclude the work with discussion of presented results, their congruence with previous empirical findings and their relevance and possible implications for a range of policy issues.

RUSSIAN PROGRAM OF SOCIAL-EMOTIONAL DEVELOPMENT FOR CHILDREN 4-17 YEARS

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Elena Sergienko

Evgenia Lebedeva

Anna Ulanova

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Around the world, social-emotional learning programs are widespread and implemented in education. They are aimed at developing the non-cognitive skills of children who have a universal impact on various aspects of mental development and achievement. In the Russian education at the present time, the programs of social-emotional learning have not received their development and implementation in the educational process. The features of our program are that it is an integration of the model of emotional intelligence and the Theory of Mind as abilities to understand the social world, and includes the best achievements of Russian science in developmental psychology. Sections of the program cover the main social and emotional abilities of children and adolescents, whose development constitutes social competence and improvement of relations among peers and family. The program consists of 5 sections: 1. "The perception and understanding of emotions" aimed at recognition and understanding of emotions; 2. "Understanding Mental States" aimed at developing abilities to understand hidden mental

states and use them to predict other people's own behavior; 3. "Understanding False Belief" developing the perception false belief; 4. "Understanding the Moral Aspects of Behavior," aimed at prosocial behavior and understanding of moral and ethical norms and rules; 5. "Social interaction" developing social and communication skills, social competence. The number of classes in each section varies depending on the age of the children. Approbation of programs for children of preschool and primary school showed that from 74 to 100% of children demonstrate positive dynamics in social and emotional skills based on the results of a survey of teachers and parents, as well as testing (compared to the experimental and control groups). Comparison with the control group and taking into account age-related changes showed an improvement in social and emotional skills. The first experience of testing the program demonstrates its effectiveness and the possibility of introducing it into the educational process, contributes to the child's self-development and changes in the educational environment.

PROMISING INTERVENTION PRACTICES IN FOSTERING SOCIAL AND EMOTIONAL SKILLS IN STUDENTS

Tatjana Kanonire

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Javier Suarez-Alvarez

Directorate for Education and Skills, OECD (Paris, France)

The development of social and emotional skills together with well-being have gathered significant support worldwide in the last years. Despite the increasing empirical evidence on the factors associated with the development of social and emotional skills, there is still limited knowledge of how to apply this evidence. The educational context and the degree of involvement of various local, regional, and national actors might affect the nature of these intervention programmes and their characteristics. It is common to find specific programmes in the existing literature, originally created with an end date, while others are intended to be administered on a regular basis, although oftentimes there is no long-term evidence yet due to the relative novelty of these interventions. The different nature of these interventions can lead to many types of programmes and outcomes. The aim of this work

is to collect evidence-based lessons to foster socioemotional learning as case studies. We collected information around intervention programmes but also on policy and practice like pedagogies, learning environments, and the work organisations in the school. We will describe a wide range of different intervention programmes as a first attempt to illustrate the variety of strategies in fostering the development of social and emotional skills. The evidence presented will have a strong focus on multiple actors and educational levels on what has proven to work well, what are the main challenges, and what are the lessons learnt. We will conclude discussing how the information collected can serve as the groundwork for the future analysis of policy interventions and nurture the discussion on how to assist researchers, educators, and policymakers in fostering social and emotional skills in students.

THE COGNITIVE NEUROSCIENCE OF SPATIAL ORIENTING

Joseph Macinnes

National Research University Higher School of Economics (Moscow, Russia)

Raymond Klein

Dalhousie University (Halifax, Canada)

Alexia Bourgeois

University of Geneva (Geneva, Switzerland)

James Bisley

University of California Los Angeles (Los Angeles, USA)

Abstract body. The symposium “The Cognitive Neuroscience of Spatial Orienting” will cover interdisciplinary approaches to the question of spatial orienting with nod towards seminal work on the orienting reflex by Russia’s Evgeny Sokolov. Orienting to a location in space allows priority processing of information at that location, and is one method by which humans may select specific information from our surroundings. The speakers of this symposium will present their latest work on spatial orienting using a broad selection of methodologies in cognitive neuroscience. These will include behavioural experiments, computational models, cognitive neuropsychology, neuroimaging, TMS and animal neurophysiology.

Press paragraph. Human cognition can be imagined as the system by which we process information from the world around us. By that approach, spatial orienting is one mechanism by which humans may select information for priority processing. Although William James (1890) described passive and active attention and Evgeny Sokolov (1960) discussed an orienting reflex, our current understanding owes much to the development of a model task for exploring spatial attention by Posner (1980). Cognitive neuroscience has offered a diversity of approaches to studying this mechanism including behavioural experiments, computational models, cognitive neuropsychology, neuroimaging, TMS and animal neurophysiology. This symposium will approach a common topic from a diversity of current methods from computational and cognitive neuroscience to discuss whether converging

evidence has led to a common understanding in spatial orienting.

General summary of the Symposium. This symposium intends to establish common theoretical ground on spatial orienting through a diversity of methods. We will discuss questions such as whether existing dichotomies of attention (endogenous/exogenous) are correct or useful, the degree to which ‘reflexive’ attentional capture can still be considered automatic, and the role of the oculomotor system in various attentional results. Joseph MacInnes will introduce the symposium and discuss these questions from the perspective of computational modelling. He will contrast two models of orienting – drift diffusion and deep learning neural networks – with an emphasis on what each adds to our understanding of the underlying cognitive and neural mechanisms of spatial attention. The discovery of an inhibitory aftermath of orienting that some have identified as “habituation of the orienting reflex” will be described by Klein. From a variety of behavioral and EEG evidence Klein will assert that there are two different forms of inhibitory aftereffect, an input form that operates on a salience map and an output form that operates on a priority map. Bisley will present cutting edge work in which monkeys were trained to perform a visual foraging task while the activity of single neurons in two visuo-motor regions was recorded. Bisley’s work suggests that the lateral intraparietal cortex functions as a priority map where the output form of inhibition is represented and that some neurons in the frontal eye fields might be the source of this inhibition. Bourgeois will describe a series of experiments in which stimuli that

become associated with reward are shown to have a special significance for attentional mechanisms even when they are no longer relevant. Her participants include normal individuals and patients suffering from unilateral

neglect. Ray Klein will finish as the symposium discussant to give an overview of just how far we have come in recent years, and suggest some of the key remaining problems.

DIFFUSION AND SALIENCE MODELS OF ORIENTING: COMPARISONS, CONTRASTS AND COMBINATIONS

Joseph MacInnes

National Research University Higher School of Economics (Moscow, Russia)

Computational models of attention allow us to instantiate theories in ways that can be directly tested by experiment data. Saliency and diffusion models use very different approaches, but they have each made significant contributions to our understanding of attention and orienting. Saliency models predict shifts of overt attention based on bottom up features of visual input, and have been implemented with feature integration (Judd et al, 2009) and deep convolutional networks (Kümmerer et al, 2017). Diffusion models, meanwhile, mimic the neural accumulation of evidence toward a perceptual decision, and their strength lies in how the models parameters inform us of underlying cognitive mechanisms (MacInnes, 2017). I will give two recent examples of how these models generate distributions of reaction times and error estimates for covert and overt shifts of attention. A new temporal onset diffusion model will then

be used to demonstrate how the timing (early/late) or impact (bias/drift rate) can be used to distinguish various theories of cued facilitation. This model is a full simulation of human participants in a classic attention experiment, and begins with the same visual input and display changes over time. The model builds a saliency map based on low level image features and uses peak saliency and saliency changes over time to inform accumulation in the drift diffusion. We compare multiple versions of the model against 20 participants in a standard cuing paradigm with forced choice discrimination responses to determine when and how responses are impacted by a non-informative exogenous cue. While reaction time distributions fit multiple theories of attention, patterns of errors and anticipations suggest that the cue increases the rate of information accrual at the validly cued location.

DISTINGUISHING INHIBITORY AFTEREFFECTS OF ORIENTING WITH BEHAVIORAL AND NEUROSCIENTIFIC METHODS

Joseph Macinnes

National Research University Higher School of Economics (Moscow, Russia)

Raymond Klein

Dalhousie University (Halifax, Canada)

Since its independent discovery by Posner and Berlucchi in the early 1980s an inhibitory aftermath of orienting has fascinated scholars, at least in part because of the proposal that by fostering novelty seeking it might function as a foraging facilitator. Yet, there were early hints that this phenomenon, called "inhibition of return," might have multiple natures. After reviewing this early evidence, I will describe recent research from my laboratory using behavioral and electroencephalographic methods that point to at least two inhibitory aftereffects of orienting. One

of these operates early in processing to reduce input strength in a salience map while the other operates later in processing to bias output options in a priority map. Our studies also demonstrate that the key to which of these forms of inhibition would be elicited depends on the activation state of the reflexive oculomotor system: The input form is elicited when this system is suppressed; otherwise the output form is elicited. Both forms can facilitate foraging by encouraging orienting to novel locations.

INHIBITORY TAGGING IN CORTICAL PRIORITY MAPS AND A TAGGING SIGNAL IN THE FRONTAL EYE FIELDS

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James Bisley

Koorosh Mirpour

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When searching a visual scene for a target, we tend not to look at items or locations we have looked at before. It is thought that this behavior is driven by an inhibitory tagging mechanism, often called inhibition of return, which inhibits responses on priority maps to the relevant items. The aim of this set of studies was to see whether neurons in cortical priority maps show such inhibitory tagging and to identify the possible source of this inhibition. We recorded from more than 200 neurons in the lateral intraparietal area (LIP) and frontal eye field (FEF) of 4 animals performing a visual foraging task, in which they had to find a reward linked to one of five identical targets (Ts) among five distractors. Neurons in LIP and most neurons in FEF had properties consistent with the representation of priority: responses to potential targets were greater than responses to distractors and responses to Ts that had been fixated earlier in the trial were reduced. Thus, neurons in both cortical areas

showed a neural instantiation of inhibitory tagging. In addition, we identified a subset of neurons in FEF with activity that was significantly greater to a previously fixated T in their receptive field than to an unseen T. These neurons displayed a number of additional response features that were unlike the remaining FEF population: the activity was not suppressed during maintained fixation, was updated via a remapping mechanism and was minimally affected by saccade direction. These differences suggest that these neurons may be a functionally unique subset of FEF neurons. We propose that these neurons track items that have been looked at within the trial and that this tagging signal is propagated by remapping. Together, our results show that neurons in LIP and most neurons in FEF behave as predicted by priority map models. In addition, we found a novel subset of neurons in FEF that may be the source of the inhibitory tagging signal seen in both areas.

VALUE-DRIVEN ATTENTION

Alexia Bourgeois

Patrik Vuilleumier

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Neurology and Imaging of Cognition, University of
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Recent studies suggest that motivational stimuli such as rewards could be a powerful determinant of attentional selection, both in healthy subjects and in brain-damaged patients suffering from neglect (Bourgeois, Chelazzi, & Vuilleumier, 2016 for a review). However, the exact mechanisms underlying this processing in the human brain are still poorly known. We developed experiments based on a visual search task in order to better understand how value-based attentional priority could modulate spatial orienting, and where within the cognitive system the signal providing attentional priority is generated. Our results in healthy subjects demonstrated that visual stimuli previously associated with a high monetary reward received higher attentional priority in a subsequent visual search task (Bourgeois, Neveu, Bayle, & Vuilleumier, 2017). Interestingly, we replicated these results in naturalistic and ecological conditions (Bourgeois, Badier, Baron, Carruzzo, Vuilleumier, in press). Using a 3D CAVE immersive platform for Virtual Reality, we demonstrated that reward-associated locations produce automatic biases in eye-movements, favoring search in the side of space where previous targets were highly rewarded relative to the less rewarded side. Value-driven

attentional capture was also observed in brain-damaged patients suffering from neglect (Bourgeois, Saj, & Vuilleumier, 2018). The learned reward value of distractors interfered with spatial reorienting toward the left (neglected) side of neglect patients, presumably by competing with top-down mechanisms controlling exogenous spatial attention. Thus, attentional selection might be counteracted by reward information, independently of conscious control. The anatomical analysis of lesions in neglect patients indicated that the attentional capture, induced by previously rewarded stimuli presented as distractors in a subsequent phase, involved mainly the right angular gyrus. Reward signals may thus bias neural activity within key nodes of attentional network, through a common priority map integrating several different top-down influences. All together, these results offer interesting perspectives to explicitly link attentional orienting and motivational signals within current models of attention. They also open new perspectives that may usefully be exploited for neurological rehabilitation strategies in patients suffering from attentional disorders such as neglect patients.

SOCIAL CAPITAL IN THE CONDITIONS OF DIGITAL TRANSFORMATION AND ETHNIC DIVERSITY OF RUSSIAN SOCIETY

Alexander Tatarko

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Timofey Nestik

Maria Gagarina

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Abstract body. The present symposium (heads: A.Tatarko & T.Nestik) will focus on the different aspects of social capital in the conditions of digital transformation and taking into account intercultural relations in Russia. Social capital is one of the most important catalysts for the progress. Social capital affects the performance of individuals, groups and the whole society. In addition, it contributes to the economic development of the society, as well as to the health and well-being of members of the society. In this regard, it is important for us to understand both the psychological mechanisms of the influence of social capital on our behavior and the impact of changes in society on social capital. Digitalization of Russia and active migration can be considered as phenomena that strongly affect the life of our society and, accordingly, social capital. During the presentations at our Symposium, we are planning to discuss the mentioned above issues.

Press paragraph. The present symposium (heads: A.Tatarko & T.Nestik) will focus on the different aspects of social capital in the conditions of digital transformation of Russian society and taking into account intercultural relations in Russia. It is important for us to understand both the psychological mechanisms of the influence of social capital on our behavior and the impact of changes in society on social capital. Digitalization of Russian society and active migration can be considered as phenomena that strongly affect the life of our society and, accordingly, social capital. During the

presentations at our Symposium, we are planning to discuss the mentioned above issues. Papers to be presented during the Symposium: 1. A. Tatarko, K. Choi, J. Berry "Social capital, Acculturation attitudes, and Sociocultural adaptation of Migrants from Central Asia and South Korea" 2. T. Nestik "Social Trust and Attitudes toward the introduction of artificial intelligence into everyday life". 3. D. Dubrov "Generalized Trust as a Factor of Positive Attitude of Muscovites towards Cultural Diversity". 4. M. Gagarina, T. Nestik, T. Drobysheva "Social and psychological Factors determining youth's attitudes to cryptocurrency". 5. O. Abramova, A. Tatarko "Organizational culture and proactive behavior: on the example of educational organization"

General summary of the Symposium. Social capital is one of the most important catalysts for the progress (Putnam, 2001; Fukuyama, 2002). In this regard, it is important for us to understand both the psychological mechanisms of the influence of social capital on our behavior and the impact of changes in society on social capital. At this stage of the digitalization of society, the Internet is increasingly affecting the lives of people. Currently the Internet penetration rate in Russia is over 70% among the population over 16 years old. Among the younger generation, the percentage of Internet users reached the limit a few years ago, so now the audience growth is mainly due to older people (GfK study, 2017). Thus, digitalization actually covers almost the entire Russian society. And it is very important to

keep in mind that now the Internet is becoming not just a new way of interaction, but also a unique institution of socialization with great potential, but at the same time with significant risks (Naseri, 2017). According to UN estimates for 2017, the Russian Federation is the world's third-leading country in terms of the number of immigrants (11+ million), after the US and Germany. Between 2003 and 2007, Russia experienced steady economic growth, which brought an increased inflow of cheap labor from Central Asian countries. In terms of the immigrants' countries of origin, the states of the former Soviet Union account for most of the

inflow (in 2009, their overall share was as high as 74%), with the relative contribution of Central Asian countries continuously on the rise (Vishnevskiy, 2011). This diversity brings about problems of intercultural relations, mutual acculturation and adaptation among different types of migrants, ethnocultural groups and the larger society. Digitalization of Russian society and active migration can be considered as phenomena that strongly affect the life of our society and, accordingly, social capital. On our Symposium, we are planning to discuss the mentioned above issues.

SOCIAL CAPITAL, ACCULTURATION ATTITUDES, AND SOCIOCULTURAL ADAPTATION OF MIGRANTS FROM CENTRAL ASIA AND SOUTH KOREA

Alexander Tatarko

Keunwon Choi

*National University Higher School of Economics
Researcher (Moscow, Russia)*

John Berry

Queen's University (Kingston, Canada)

This study examines the relationship of social capital with the acculturation attitudes and sociocultural adaptation of migrants. We have built a model that relates two types of social capital among migrants (bridging and bonding social capital) with their acculturation attitudes and their sociocultural adaptation. The sample included 122 migrants from Central Asian republics of the former USSR (Uzbekistan, Tajikistan, Turkmenistan, Kyrgyzstan, and Kazakhstan, the so called "near abroad") and 136 migrants from South Korea (the so called "far abroad"). As found in the review of the literature, the social capital of migrants is associated with their adaptation. At the same time, their adaptation is associated with the acculturation attitudes of migrants, which are also related to their bridging and bonding social capital. Accordingly, this gives rise to the first question of the study: Which is primary: the acculturation attitudes of migrants or their social capital? To answer this question, we compared two alternative structural models. The second question is to what extent the structural model of relationships between social capital, acculturation attitudes, and sociocultural

adaptation is similar for migrants from the near and far abroad, who have different levels of knowledge of the culture in their host country (that is, their 'cultural distance')? The questionnaire included scales for assessing: acculturation attitudes; individual social capital (bridging and bonding); the sociocultural adaptation of migrants. Using structural equation modelling, we built an invariant structural model. These models indicate that the acculturation attitudes are dependent on the social capital of migrants, rather than the other way around. We found that bridging social capital turned out to be more important for sociocultural adaptation. It can be related to sociocultural adaptation both directly (in migrants from the far abroad) and indirectly through the integration attitude (in migrants from the near abroad). The migrants from the near and far abroad have different relationships of their bridging social capital and bonding social capital with their acculturation attitudes. We identify the similarities and differences in the relationship of social capital with acculturation attitudes and the sociocultural adaptation demonstrated by these two groups of migrants.

SOCIAL TRUST AND ATTITUDES TOWARD THE INTRODUCTION OF ARTIFICIAL INTELLIGENCE INTO EVERYDAY LIFE

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T. A. Nestik

Institute of psychology, Russian Academy of Sciences (Moscow, Russia)

The review of contemporary research on the attitudes toward artificial intelligence (AI) is given, antecedents of human confidence in AI and robots are analyzed. The results of a series of empirical studies (N = 526, N = 129, N = 293) are presented, that were devoted to the socio-psychological predictors of Russian adults' attitudes toward the introduction of AI systems into everyday life. Different psychological types of AI technologies ("cyborgization technologies" and "smart city technologies") are identified, which are influenced by different psychological factors. It is shown that the perceived threats of AI are associated not so much with the reliability and predictability of the technology as with its use by the state and other people. At the same time, fears that artificial intelligence will get out of

control and subjugate people are more typical for those who are ready to use AI technologies, believes in its rapid development and benefit to society. It is shown that the estimation of the technologies of specialized AI and their possible influence on society directly depends on the person's level of social trust. It was found that the willingness to interact with the general AI as a partner that has consciousness and emotions requires a combination of techno-optimism with social optimism, with confidence in social institutions and other people. Support for the using of AI to improve the effectiveness of social institutions was not associated with prosocial and collectivist attitudes, but with an emphasis on personal success and a low value of safety. Perspectives of further research are proposed.

SOCIAL AND PSYCHOLOGICAL FACTORS DETERMINING YOUTH'S ATTITUDES TO CRYPTOCURRENCY

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National Research University Higher School of Economics (Moscow, Russia)

Maria Gagarina

Timofey Nestik

Tatyana Drobysheva

Russian Academy of Sciences (Moscow, Russia)

The relevance of the study is explained by the fact that socio-psychological determinants of attitudes toward cryptocurrencies are not revealed. The objectives of the study were to verify "Attitudes toward cryptocurrencies questionnaire" and identify factors of attitudes toward Bitcoin. Bitcoin was chosen because of relative reliability and predictability compared to other cryptocurrencies (Ammous, 2018). Sample: 262 participants; aged 17 to 33; males 45%. The choice of respondents was based on research by Bohr et al., (2014). Methods: associations, "Value Scale", "The Moral Foundations Questionnaire" by J. Haidt; Money Beliefs and Behaviors Scale by A. Furnham; The Baseline Confidence Scale of L. Haff and L. Kelly. Confirmatory factor analysis proved three-factor structure of the questionnaire. A nuclear-peripheral structure of social representations about Bitcoin was formed on the basis of P. Vergès analysis of associations. A linear regression analysis showed that beliefs in the potential of cryptocurrency as a payment

instrument ($R = 0.611$; $R^2 = 0.373$; $F = 21.629$ with $p < 0.001$) is directly related to people-centered care, value of freedom and inversely related to sanctity; associated positively with confidence in the financial system and negatively in the government. Age and gender are also matter. Worries about the introduction of cryptocurrency are directly related to ($R = 0.567$; $R^2 = 0.321$; $F = 14.972$ with $p < 0.001$) a negative attitude to money, the value of self-confidence, age, confidence in financial system and government and negatively related to trust in people and money anxiety. Willingness to use cryptocurrency in perspective directly depends on ($R = 0.507$; $R^2 = 0.257$; $F = 17.676$ with $p < 0.001$) trust in money power, orientation towards independence in actions, age, gender and is indirectly depends on trust in the government. The data states that the intention to use cryptocurrency is directly related to the desire for financial autonomy and distrust to social institutions.

GENERALIZED TRUST AS A FACTOR OF POSITIVE ATTITUDE OF MUSCOVITES TOWARDS CULTURAL DIVERSITY

Alexander Tatarko

National Research University Higher School of Economics (Moscow, Russia)

The report is devoted to the study of the role of generalized trust for intercultural relations in Moscow. An empirical study (N=219) showed that the length of residence in Moscow is negatively associated with a positive attitude towards ethnic diversity. However, the generalized trust neutralizes this association, making it insignificant. That means that in case of high level of generalized trust, the attitude towards cultural diversity does not depend on the length of residence in Moscow. Thus, generalized trust is an individual characteristic of a person, which, interacting with his/her experience, is able to

neutralize the negative consequences of negative experience and increase the positive attitude of Muscovites towards cultural diversity. The obtained results can be explained by the fact that trust makes the boundaries between different cultural groups living in the same multicultural environment (Moscow) more pervious. This is based on the principle of social de-categorization, which implies the perception of other individuals just as individuals, regardless of their belonging to any group. That is, if an individual trusts other people, it does not matter to him/her what category other individuals belong to.

ORGANIZATIONAL CULTURE AND PROACTIVE BEHAVIOR: ON THE EXAMPLE OF EDUCATIONAL ORGANIZATION

Alexander Tatarko

Olga Abramova

National Research University Higher School of Economics (Moscow, Russia)

Proactive behavior in recent years has received a new wave of close attention in research and is regarded as an important component of a successful life strategy in an organization. Students' proactivity is a predictor of their success in the future, therefore conditions in educational institutions that increase their proactivity is an important task of education. In our study, using different faculties of Higher School of Economics, we looked at three types of organizational culture: bureaucratic, supportive, and innovative, and determined through which mediators organizational culture affects perceived proactive personal behavior and proactive behavior at the group level. The study involved 120 HSE students. Data was collected online. We assumed that important mediators of the relationship between organizational culture and students' proactivity are perceived autonomy, trust in the organization, satisfaction with university studies, and innovation self-efficacy. The analysis of the proposed

mediation model confirmed the hypotheses about the positive mediation connection between the supportive and innovative culture and perceived proactivity at the individual and group level through autonomy, trust, satisfaction, and innovation self-efficacy. A negative impact was revealed between the bureaucratic organizational culture and the pro-activity of students through the same mediators. Thus, this study added an understanding of what tools needed to stimulate the most effective behavior of students for their further success — proactive behavior. Creating an innovative and supportive organization culture with a high level of autonomy in decision making, high levels of trust, job satisfaction, and innovation self-efficacy leads students to choose a proactive pattern of behavior in learning activities. And the elements of bureaucracy and hierarchy in the organizational culture lower the personality's proactivity and affect negatively proactive behavior in the group.

HEALTH PSYCHOLOGY AND PSYCHOTHERAPY

Alla Shaboltas

Saint-Petersburg State University (Saint-Petersburg, Russia)

Michail Reshetnikov

The East-European Psychoanalytic Institute (Saint-Petersburg, Russia)

Alexandre Nepomiachty

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Abstract body. Health Psychology and Psychotherapy as practical areas both aim to improve an individual's well-being and mental health. The variety of the professional tasks for psychologists and psychotherapists includes: helping a person in going through crises, changing beliefs, compulsions, thoughts, emotions, problem or risk behavior and overcoming problems in desired ways. Health Psychology as scientific and evidence-based discipline could bring into Psychotherapy the knowledge about effective psychological technologies and instruments. At the same time Psychotherapy as a discipline based on close emotional relationships between therapist and client could emphasize the importance of promoting non-hierarchical approaches in dealing with individual and public health problems.

Press paragraph. Health Psychology is one of the most intensively growing areas of psychology as a science and practice in the world. Psychotherapy as a medical and psychological practice plays an important role in dealing with a wide spectrum of psychological conditions and behavioral disorders which influence significantly on human's health and wellbeing. There are serious scientific and applied challenges existing in the area of Health Psychology and Psychotherapy which require a lot of attention and the ways of solution at the national and international levels. The presentations at the symposium will be focused on the modern theoretical and practical approaches in dealing with urgent psychological issues in professional practice and society including the promotion of non-hierarchical

strategies in overcoming individual and public health problems.

General summary of the Symposium. The presenters of the symposium – experienced experts in research and practice working in Health Psychology and Psychotherapy will share their thoughts and data on the important questions related to individual and public health. Dr. Shaboltas from St. Petersburg State University will provide a brief overview of the almost 15 years experience of developing and evaluating HIV prevention intervention programs in St. Petersburg for different target populations which were based on Psychological Conception proposed by author in order to incorporate subject-subject and ecological approaches in cognitive behavioral technologies. Prof. Michael Reshetnikov will provide the overview of traditional views on the relationship between mental activity and the brain activity and present the hypothesis of brain as the biological interface, which was suggested by him in 2008. He will summarize the approaches to research of the psyche in the areas of physiology, psychology, psychotherapy and psychiatry, and will analyze their implications to therapy of patients with mental disorders. Dr. Alexandre Nepomiachty, the member of International Psychoanalytical Society and the member of Paris psychoanalytical society will share his more than 30 years experience in psychoanalytical practice and teaching of psychoanalysis in Russia. Particularly, the issues of conducting personal analysis with Russian patients and its specific in comparison with French patients such as specifics of supervision, Russian spiritual tradition and attitudes towards sex and money

will be presented. Prof. Tkhostov, the Chair of the Neuropsychology and Clinical Psychology Division from Moscow State University will present the critical analysis on the current situation in psychotherapy practice in Russia focusing on the challenges in professional education and regulation and the potential ways of the resolution. Prof. Kholmogorova will present the data on the prevalence of symptoms of depression and anxiety among Russian students. The factors of these symptoms are considered. The crisis in the education system is analyzed on the basis of international data on the mental health of students in different countries. Targets of psychological assistance and psychotherapy are formulated. Prof. Natalya Sirota and Prof.

Vladimir Yaltonsky will emphasize the importance of developing and implementing psychological interventions in fighting with the different types of addiction as inadequate recurring patterns in behavior using psychoactive substances, overeating and other types of behavior (gambling, gaming, Internet). Applying cognitive behavioral approach the authors will share their long term experience of developing prevention programs based on positive features, abilities of children, youth to expansion positive potential of growth, that allows to develop resistance to adversity. The programs of prevention of dependence and HIV infection were developed and introduced in Russia under the direction of authors within this approach.

PSYCHOLOGICAL CONCEPTION OF EFFECTIVE HIV PREVENTION INTERVENTION

Alla Shaboltas

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HIV epidemic in Russia remains as a serious public health problem for more than 20 years. Despite of the successes of antiretroviral therapy in HIV treatment the prevalence and incidence rates in general populations increase due to high levels of risk behaviors, especially in youth and adolescence. The objective of the presented work was to develop and to verify in a course of the longitudinal cohort studies the Psychological Conception and HIV prevention psychological technologies based on subject-subject and ecological approaches. The behavioral interventions developed for the main target groups – injection drug users, youth and adult populations were focused on three levels of HIV prevention – individual, group and community. The major research interests were focused on the effectiveness of the proposed HIV prevention interventions, specifically on the risk behaviors associated with HIV transmission and the dynamic of these behaviors in the participants of experimental and control groups. Since 2002-2015 several behavioral interventions based on Psychological Conception which used the

cognitive behavioral technologies and the strategy of active prevention intervention were developed and evaluated in a course of international longitudinal studies in St.Petersburg, Russia in different populations using subjective (psychological) and objective (biological) markers. The results demonstrated the effectiveness of developed behavioral HIV prevention technologies in all target groups and provided the empirical verification of the proposed Conception in changing HIV risk behaviors. The level of effectiveness associated significantly with the individualized approach and close personal relationships between specialists and participants in conducting HIV prevention efforts which led to the considering effective HIV prevention rather as the process of subject-to-subject relationships. The presentation will include the description and specific results of evaluation and implementation in real practice of social and medical services developed and tested HIV prevention programs such as brief individual counselling, individualized case management, group trainings and community programs.

NON-MATERIAL THEORY OF THE PSYCHE: HISTORICAL PREREQUISITES, ARGUMENTATION AND PRACTICAL IMPLICATIONS

Michail Reshetnikov

The East-European Psychoanalytic Institute (Saint-Petersburg, Russia)

In this paper, traditional views on the relationship between mental activity and the brain activity are reviewed, and the hypothesis of brain as the biological interface, which was suggested by the author in 2008, is developed. Approaches to research of the psyche in the areas of physiology, psychology, psychotherapy and psychiatry are summarised, and their implications to therapy of patients with mental disorders are analysed. Two models of mental disorders are suggested, which are based on clearer differentiation of organic (the brain-related) pathology and mental disorders as such, which result from

informational non-material influence on the psyche as the informational system rather than on the brain. Difference between nervous and psychic functioning of the organism and the personality is outlined; mental activity is viewed as an acquired programmed function, which is formed in a social informational environment. The question of aim of psychopharmacological influence is raised, as well as a number of other questions, which do not have unambiguous answers. The author substantiates the theory of the brain as the biological interface and outlines its historical prerequisites in the literature.

PSYCHO-SOCIAL FACTORS OF STUDENTS' MENTAL HEALTH

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The report provides data on the prevalence of symptoms of depression and anxiety among Russian adolescents and students collected during e-scale population-based study in various educational institutions of Moscow using the Children's Depression Scale (CDI). More than 1,000 adolescents 11–16 years old from gymnasiums, secondary schools, orphanages and shelters in Moscow and the Moscow Region took part in the study. The high-risk group with pronounced symptoms of depression was the largest among gymnasium students (about 25%), in second place were children from orphanages (about 20%), the risk group among children from secondary schools was about 10%. The research data of university students also indicate the severity of emotional distress in the sample studied. High rates of social anxiety had 20%, 35% – show symptoms of depression in self-reporting, and 18% report symptoms of moderate and severe depression. These studies indicate a fairly high risk of suicidal risk: 28% of students report the presence of suicidal thoughts in their self-reports, 4% report that they are ready to commit suicide. Students who have had suicidal attempts in the past and who practice self-harming behavior constitute 6% of the sample

and are characterized by high rates of social anxiety. Based on the multifactor psychosocial model of affective spectrum disorders, the macrosocial, familial, personality and interpersonal factors of symptoms of depression and anxiety are considered. As an important macrosocial factor, the crisis in the education system is analyzed on the basis of international data on the mental health of students in different countries.

Another important factor contributing to the growth of social anxiety among the younger generation in the modern information society is the imbalance of direct communication off-line and virtual communication on-line. The data obtained with the support of the Russian Science Foundation convincingly showed that adolescents and young people who prefer on-line communication are distinguished by higher rates of social anxiety and lower levels of mentalization and empathy. Targets of psychological assistance and psychotherapy are formulated. The report substantiates the need for epidemiological research in Russia and stresses the need to organize effective mental health services for the younger generation.

INTEGRATIVE COGNITIVE-BEHAVIORAL INTERVENTIONS IN PSYCHOTHERAPY AND PREVENTION OF ADDICTIONS

Natalya Sirota

Vladimir Yaltonsky

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The relevance of the problem of addictions as inadequate recurring patterns in behavior using psychoactive substances, overeating and other types of behavior (gambling, gaming, Internet) continues to increase in the 21 century, and the structure of addictions is drastically changing. The emergence of new psychoactive substances has expanded the range of chemical dependence significantly. Rapidly spreading such behavioral disorders as problematic behavior and gambling addiction, video games, socially acceptable technological dependencies and eating disorders. The commonality of etiology, pathogenesis and multiplicity of specific manifestations contribute to frequent combination of two and more chemical, eating, behavioral addictions in one person, formation of comorbidity of addictions. Relapse rates increase, effectiveness of treatment and rehabilitation of co-occurrence addictions significantly decrease by complicated comorbidity due to inclusion of mental (depression, schizophrenia) and somatic disorders (HIV infection). The objectives of the years of research are: 1) the development of theoretical approach for addictions treatment based on integration of the Transtheoretical Model of Intentional Behavior Change (TTM) J.Prochaska, C. Diclimente, motivational

interviewing (MI) W.Miller, cognitive-behavioral psychotherapy (CBT) K.M.Carroll; 2) the development of universal programs of prevention for children, youth and young people, based on the idea of positive development of young people R.F.Catalano approach. TTM allows to personalize stages of changes, formulate objectives of therapy for each stage. Theoretical analysis of leading systems in psychotherapy afforded to emphasize the most effective experiential and behavioral processes of changes, increased self-esteem, self and environment re-evaluation etc. MI allows to engage a patient in the process of treatment, hold him in it. CBT is aimed to correction of distorted thinking, building skills of coping with addictions (coping with craving, affective disorders, problem solving and etc.). Applying the prevention approach of positive evolution of youngsters is aimed to develop positive features, abilities of children, youth to expansion positive potential of growth, that allows to develop resistance to adversity. The programs of prevention of dependence and HIV infection were developed and introduced in Russia under the direction of authors within this approach: for children 7-9 years – “Ship”, 12-13 – “Alive water”, 15-17 – “Fulcrum”, 14-17 – “Rook”.

IDENTITY AS A MENTAL HEALTH RESOURCE

Svetlana Solovieva Reunion

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At any given moment, an integrated identity of a person ensures his or her flexibility and efficiency when the person copes with life challenges. Identity generation takes place when the person implements his/her own life scenario with an aim to achieve his/her own goals and meet his/her own needs. The identity relies on values subjectively perceived as significant, a nature of

which is bygone instead of known. The dissociated identity appears in case of a lack of psychological resources and under the influence of extremely stressful factors. An objective of psychological counselling is to preserve the customer's identity or develop a new identity if circumstances have changed.

CHARCOT, HYPNOSIS AND FREUD – THE BEGINNING OF PSYCHOANALYSIS

Victoria Gordievskaya

Region Committee (ECP-Russia) (Saint-Petersburg, Russia)

On the way to new discoveries in psychology Z.Freud about 10 years did hypnosis. Trying to understand the hypnotic phenomena, he opened a new page in the history of psychology based on the experience of famous scientists and doctors. In 1885 Z.Freud went to study to Salpêtrier (Paris) to the great French neurologist, the

founder of clinical neurology Jean-Martin Charcot. Research of J. Charcot in medicine – neurology and psychiatry, had a strong impact on Z.Freud and in Salpêtriere he began his research on hysteria. The author explains in the report the main facts that were at the beginning of psychoanalysis.

DEVIATIONS OF BEHAVIOR IN ADOLESCENTS AND DEPRIVATION EXPERIENCE

Tatiana Ulasen

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The results of the study of behavioral deviations in adolescents-students of social protection institutions are presented. In the context of the analysis of tolerant / intolerant behavior, knowledge of the nature of the traumatic events experienced in conditions of deprivation of experience, the vulnerable positions of the child's psyche, which under conditions of chronic stress and adverse external influences can become

prerequisites for the emergence of socio-psychological maladjustment, becomes very important. It is concluded that it is necessary to create a differentiated program of psycho-psychotherapeutic assistance to this contingent, taking into account membership in a group – orphans / social orphans and adolescents living in families.

PSYCHOTHERAPY OF CANCER PATIENTS

Natalia Rusina

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The following results were obtained in our studies of cancer patients: 1. Self-attitude and life orientations are important components in the structure of patients' personality. In the structure of self-relation there is a high positive correlation of internal conflict and self-blame. 2. Received 3 factors in the psychological portrait of the sick: containing emotions and gain control, a high degree of self-esteem, and incongruence of life expectations of the individual. 3. Adaptive resources of patients are depleted and provided with a high degree of restraint of emotions and self-control. 4. Deterrence of emotions is the basis of ineffective strategies of behavior, manifested in a shortage of coping resources, in the predominance of mechanisms of psychological protection of a protective type, in a conflict self-attitude. This situation leads to the implementation of mechanisms of autoaggression, realized by the tumor somatic process. 5. Psychotherapeutic targets of cancer patients – "physical stiffness", "suppressed negative emotions", attitude, "incongruence of meanings". Almost all patients have anxiety, masked depression, hidden aggression. Task: to

help the patient cope with these conditions. The psychological mood to fight the disease or to give up life is important. The choice of psychotherapy depends on the stage of development of the disease; on the reaction to the disease. If the patient is in denial, understand how it helps him cope with the situation. If the patient is anxious, apply hypnotic, relaxation, meditative techniques. In a situation of aggression to determine the source to which it is directed. If anger is outside, help respond to emotions; if it is autoaggression, put the patient's experience in a long time perspective by connecting existential orientation. At the stage of depression to help release not experienced grief, unspoken resentment, unreacted emotions, work with guilt. Family problems: find the causes of disharmony coming from the ancestral family. Patients are infantile and tied to one object (work, person). Limit interaction with him aggravate contribute to the symptom. For patients relevant issues of meaning of life, guilt, anxiety, death, loneliness. Working with these categories is effective in the paradigm of existential therapy.

THE ROLE OF METAPHORS IN THE REPRESENTATIONS ABOUT HEALTH

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In the case of illness or change of habitual state of health, a person employs the cognitive model of health in order to understand what is wrong with him or her (a part of the cognitive model of the world). In the cognitive theory by G. Lakoff (1980), that model of the world is structured mainly by means of metaphors and connected with language and cultural references. Let us mark possible classes of metaphors that describe health. Orientation-spatial metaphors which attach a spatial orientation to the concept,

link life and health to the upper and rise ("at the peak of one's own opportunities"), and decrease and death – to the bottom ("fall off the flu"; "undermined health"). Ontological metaphors: metaphors of the essence are born out of the experience of handling material objects (including body). For instance, "he has a low emotional intelligence". This also includes the metaphors of "machine" ("they've blown my mind") and "a fragile object" ("his world has cracked").

DECOLONIZING PSYCHOLOGY: A HUMAN RIGHTS ISSUE

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Abstract body. The inherent, equal and inalienable worth of ALL human beings, forms the founding principle of the United Nations Universal Declaration of Human Rights (UDHR, 1948). This symposium will discuss the importance of a decolonial perspective on developing an inclusive and global psychology from a human rights perspective. The presenters reflect on the principle of the equal worth of all human beings as reflected in methodology, epistemology, applied practices, ethics and teaching of mainstream psychology. They will also focus on the ways psychology is seen and applied in different situations around the globe, with the intention to give all human beings the place, the respect and the treatment to which they are entitled.

Press paragraph. Decolonizing Psychology: A Human Rights Issue, EFPA Board Human Rights and Psychology. In this symposium, colleagues from different parts of the globe will present different perspectives on the theme of a decolonial, multi-indigenous and inclusive psychology from a human rights perspective. Ava Thompson, PhD & Milagros Mendez Castillo, PhD: Psychology Education and Training in the Caribbean: A Perspective on Decolonization and Promoting Human Rights; Rolando Díaz –Loving, PhD: Synthesizing universal and idiosyncratic paradigms; Waikaremoana Waitoki, PhD & Simon Bennett, PhD: Indigenous psychological

knowledge: Protecting culture and humanity; Polli Hagenaaars, MSc: Inclusive Psychology, essential to Human Rights; Human Rights, essential for an Inclusive Psychology.

General summary of the Symposium. The theoretical framework for decolonizing knowledge production, dissemination and application has grown substantially across disciplines in the last 50 years but the explicit call for a “decolonial psychology” is a relatively recent development. This symposium integrates seminal work from psychologists as well as from other disciplines, including Thomas Teo’s (2005) classic publication, *The Critique of Psychology: From Kant to Postcolonial Theory*, as well as Teo’s (2018) more recent publication, *Outline of Theoretical Psychology, Critical Investigations*; other critical scholarship includes among others, Glenn Adams et al. (2015), *Decolonizing Psychological Science, Introduction to the Special Thematic Section of the Journal of Social and Political Psychology*. In this symposium, the presenters explore two major questions: 1. To what extent are historical unequal social-economic relations and colonialism reflected in contemporary methodology, epistemology and applied profession of psychology? 2. How can psychologists integrate the human rights approach with a decolonizing framework and contribute to the development of an inclusive, global discipline that serves all of humanity?

INCLUSIVE PSYCHOLOGY, ESSENTIAL FOR HUMAN RIGHTS; HUMAN RIGHTS, ESSENTIAL FOR AN INCLUSIVE PSYCHOLOGY

Polli Hageaars

*European Federation of Psychologists' Associations
(Amsterdam, Netherlands)*

The inherent, equal and inalienable worth of ALL human beings, forms the founding principle of the United Nations Universal Declaration of Human Rights (UDHR, 1948). This presentation will discuss the influence of socio-economic relationships on psychology and the realization of the principle of equal worth of all human beings as reflected in methods, epistemology and research of mainstream psychology. A human rights based-and-oriented psychology is an inclusive psychology; psychologists can and

should contribute to the well-being of people and peoples by the unlearning of exclusion. This is not always straightforward, as will be illustrated with reference to the story of the first African-European psychologist Anton Wilhelm Amo (1703-1759). What happened to him is considered by some authors as an act of colonialism or as we would say now as a violation of the rights of the child; by other authors it is framed as a sign of Enlightenment.

PSYCHOLOGY EDUCATION AND TRAINING IN THE CARIBBEAN: A PERSPECTIVE ON DECOLONIZATION AND PROMOTING HUMAN RIGHTS

Milagros Mendez Castillo

University of Puerto Rico (Puerto Rico, USA)

Thompson Ava

University of The Bahamas (Nassau, The Bahamas)

In the past decade, decolonization has become increasingly visible in the lexicon as psychologists strive to develop an inclusive, global discipline that represents and serves all of humanity. While limited attention has been given to Psychology Education and Training (PET) in this emerging field, we assert that PET should be placed at the centre of the discourse and strategic imperatives for decolonizing psychology. We also assert that the human rights perspective is of paramount importance for the construction of a culturally-relevant psychology, which by its very nature requires a decolonizing focus.

Drawing on select international human rights instruments and historical and contemporary developments in and from the Caribbean, we first demonstrate this intersectionality between

human rights and psychology education and follow with an overview of regional efforts. In addition to emphasizing the commitment to the development of a pan-regional PET infrastructure that aims to eliminate the artificial boundaries created by colonizers, we also highlight curricular developments. These developments seek to democratize epistemology by privileging the realities of humanity traditionally invisible in psychological science (i.e., those from the Majority World), interrogating historical narratives of the discipline, and examining critical issues that reflect the socio-political and power dynamics in the field. Finally, we discuss some present challenges/lessons learned and implications for a human rights perspective in actualizing the vision of a global psychology that promotes human development in the 21st century and beyond.

SYNTHESIZING UNIVERSAL AND IDIOSYNCRATIC PARADIGMS

Diaz-Loving Rolando

National Autonomous University of Mexico (Mexico City, Mexico)

Early in psychological thought, Wundt (1916) vigorously pioneered both behavioural and cultural psychology. In retrospect, his principal objective of integrating them into an objective, generalizable, yet culturally sensitive science is a work in progress. One possible inroad to the controversy over universal or idiosyncratic characteristics is to solve it empirically. The answer lies in conducting internally valid research

on specific themes in a variety of ecosystems and culturally diverse settings. Specifically, dealing with personality, we will present Mexican ethnopsychological research on the universal aspects of masculinity-femininity, locus of control and self concept, together with the idiosyncratic manifestations they present in Mexican populations.

STRENGTHENING CAREER GUIDANCE AND COUNSELING TO PROMOTE ACCESS TO DECENT WORK

Jérôme Rossier

University of Lausanne (Lausanne, Switzerland)

Gabriela Aisenson

University of Buenos Aires (Buenos Aires, Argentina)

Louise Michelle Vital

Lesley University (Boston, USA)

Jacobus G. Maree

University of Pretoria (Pretoria, South Africa)

Christian Heslon

Université Catholique de l'Ouest (Angers, France)

Abstract body. The Unitwin international network Life designing interventions (counseling, guidance, education) for decent work and sustainable development (www.unil.ch/unitwin) aims as contributing to promote access to decent work and lives by facilitating the access to appropriate counseling and career interventions adopting a holistic and integrative approach. This symposium will present how such type of interventions, in different contexts (Western countries but also Argentina, Burkina Faso, Haiti, Madagascar, or South Africa), with different types of clients, can indeed contribute promoting sustainable live and career development. For example, career guidance can contribute to facilitate the management of career transition. Career guidance and counseling for vulnerable, underserved, or disadvantaged people is crucial to promote access to a decent work for all and at all ages. All interventions of this symposium

illustrate the importance of strengthening career guidance and counseling to promote access to decent work and thus decent lives.

Press paragraph. The Unitwin international network Life designing interventions (counseling, guidance, education) for decent work and sustainable development (www.unil.ch/unitwin) aims as contributing to promote access to decent work and lives by facilitating the access to appropriate counseling and career interventions adopting a holistic and integrative approach. This symposium will present how such type of interventions, in different contexts (Western countries but also Argentina, Burkina Faso, Haiti, Madagascar, or South Africa), with different types of clients, can contribute promoting sustainable live and career development. A first contribution will analyze the transition from tertiary education to work Haiti. A second contribution will present

how career interventions may promote sustainable career construction and development in Argentina. The third contribution will focus on career interventions in a seriously disadvantaged context in South Africa. A fourth presentation will illustrate that access to decent work can be a challenge all over the world and at all ages. The last presentation will analyze the perceptions, antecedents and outcomes of and decent work in the formal and informal sector in Burkina Faso. All these presentations will illustrate the importance of, among others, strengthening career guidance and counseling to promote access to decent work and thus decent lives.

General summary of the Symposium. Higher education experiences and career expectations of emerging adults: A focus on university students and graduates in Haiti Louise Michelle Vital, Assistant professor, Graduate School of Arts & Social Sciences, Lesley University, Boston, USA The purpose of this paper is to examine the higher education experiences and career expectations of emerging adults. Data for the study was collected in 2013 from a higher education centered NGO in Haiti. The paper offers insights from students, alumni, and staff who named several factors that contributed to higher education and career challenges and discussed strategies to support the success of emerging adults in the country. A major factor was the HigherEdOrg (pseudonym) responding to university access and persistence in Haiti. Current literature on higher education in Haiti and labor market reports have also been reviewed. Concerns and suggestions related to wellness, identity, and success of Haiti's emerging adults as they navigate a university to work/career path will be discussed from the country's socio-economic and cultural contexts. The paper has wider implications for discussion on mapping effective support for emerging adults in struggling economies in a global context. Challenges of 21st Century Argentina's Guidance Counseling: Interventions that promote sustainable development and the construction of a global human society through decent work activities Gabriela Aisenson, Full professor, Faculty of Psychology, University of Buenos Aires, Buenos Aires, Argentina This presentation continues with the debate we have been holding

from the UNITWIN NETWORK regarding "life-long in guidance and Counselling: How can life designed interventions contribute to the achieving sustainable life paths and to create decent work for all? In a social context as complex as the current Argentina scenario, having high poverty rates, higher levels of school dropout rates and unemployment rates increasing on daily basis, it is necessary to build a local conceptualization of the construct "decent work" allowing us to problematize the universal character of the notion and recognize the specific meanings in our particular context. In this way, to incorporate the concept within the framework of intervention orientation is the basis of a strategy designed to make visible themes that broaden the available resources of people to understand working worlds, aiming to achieve a sustainable development of the individual in the society. Group-based career construction counselling with unemployed women in a seriously disadvantaged rural context Jacobus G. Maree, Full professor, Educational Psychology, University of Pretoria, Pretoria, South Africa The purpose of this study was to investigate the effect of integrative qualitative-quantitative career and self-construction counselling to promote the adaptability and career decision-making of women with unemployment in seriously disadvantaged, deep rural area. A mixed methods, non-experimental group design was used to gather data. While the Maree Career Matrix and the Career Interest Profile were used to gather data, the Career Adapt-Abilities Scale as well as the Career Decision-making Difficulties Questionnaire were used to evaluate the effect of the intervention. Participants demonstrated improved scores in subfields such as Lack of Information about the Decision-Making Process and Lack of Information about Ways of Obtaining Information. Moreover, their overall Career adaptability showed marked improvement. The intervention highlighted the challenging position and unique needs of unemployed woman in deep rural areas. Participants benefitted from the group career and self-construction counselling in the manner implemented during the current research. However, adaptation of the intervention to meet the idiosyncratic needs of participants is needed. Decent work and ages of adult life Christian Heslon, Senior lecturer, Institut de

Psychologie et de Sciences Sociales Appliquées, Université Catholique de l'Ouest, Angers, France

Decent work is also a question of age around the world. In poor countries, the point is to avoid work of children and young people, and offer a longer life, which means reduce part of work into total awake life. In developed countries, the challenges are quite different: a better lifelong distribution of work, education and respites times. What might be the contribution of lifelong psychology to those two types of issues? This presentation will describe the lessons of two different action-researches, the first one in Madagascar with young students, the second one in France with senior workers. Work volition, decent work, and well-being at work, in the formal and informal sector in Burkina Faso Jérôme Rossier, Full professor, Research center in vocational psychology and career counseling, Institute of Psychology, University of Lausanne, Switzerland Abdoulaye Ouédraogo, Senior lecturer, Department of Sociology, University of Ouaga 1, Pr. Joseph Ki-Zerbo, Burkina Faso

Decent work is crucial for an individual's life

development and well-being. However, what defines decent work may vary from one context to the next. For this reason, this study aimed to describe how decent work is defined by people working in the formal and informal sectors in Burkina Faso. Fifty participants were interviewed about their ideas of what constitutes decent work and more than 500 participants completed a survey about their unemployment history, work volition, decent work, and satisfaction and meaning at work. For most interviewees, decent work was defined as work that allows living, but also has dignity, and allows access to some social recognition. Decent work should provide a socially recognized social identity.

Quantitative analyses showed that unemployment history, demographic variables (age, income, social class), have an impact on work volition and decent work, that in turn impacts well-being at work. These results illustrate the importance of considering macro- and micro-level determinant of well-being at work.

WORK VOLITION, DECENT WORK, AND WELL-BEING AT WORK, IN THE FORMAL AND INFORMAL SECTOR IN BURKINA FASO

Jérôme Rossier

University of Lausanne (Lausanne, Switzerland)

Ouédraogo Abdoulaye

University of Ouaga (Ouagadougou, Burkina Faso)

Damien Canzittu

University of Mons (Mons, Belgium)

Decent work is crucial for an individual's life development and well-being. However, what defines decent work may vary from one context to the next. For this reason, this study aimed to describe how decent work is defined by people working in the formal and informal sectors in Burkina Faso. Fifty participants were interviewed about their ideas of what constitutes decent work and more than 500 participants completed a survey about their unemployment history, work volition, decent work, and satisfaction and meaning at work. For most interviewees, decent

work was defined as work that allows living, but also has dignity, and allows access to some social recognition. Decent work should provide a socially recognized social identity. Quantitative analyses showed that unemployment history, demographic variables (age, income, social class), have an impact on work volition and decent work, that in turn impacts well-being at work. These results illustrate the importance of considering macro- and micro-level determinant of well-being at work.

HIGHER EDUCATION EXPERIENCES AND CAREER EXPECTATIONS OF EMERGING ADULTS: A FOCUS ON UNIVERSITY STUDENTS AND GRADUATES IN HAITI

Louise Michelle Vital

Graduate School of Arts & Social Sciences, Lesley University (Boston, USA)

The purpose of this paper is to examine the higher education experiences and career expectations of emerging adults. Data for the study was collected in 2013 from a higher education centered NGO in Haiti. The paper offers insights from students, alumni, and staff who named several factors that contributed to higher education and career challenges and discussed strategies to support the success of emerging adults in the country. A major factor was the HigherEdOrg (pseudonym) responding to

university access and persistence in Haiti. Current literature on higher education in Haiti and labor market reports have also been reviewed. Concerns and suggestions related to wellness, identity, and success of Haiti's emerging adults as they navigate a university to work/career path will be discussed from the country's socio-economic and cultural contexts. The paper has wider implications for discussion on mapping effective support for emerging adults in struggling economies in a global context.

CHALLENGES OF 21ST CENTURY ARGENTINA'S GUIDANCE COUNSELING: INTERVENTIONS THAT PROMOTE SUSTAINABLE DEVELOPMENT AND THE CONSTRUCTION OF A GLOBAL HUMAN SOCIETY THROUGH DECENT WORK ACTIVITIES

Gabriela Aisenson

University of Buenos Aires (Buenos Aires, Argentina)

This presentation continues with the debate we have been holding from the UNITWIN NETWORK regarding "life-long in guidance and Counselling: How can life designed interventions contribute to the achieving sustainable life paths and to create decent work for all? In a social context as complex as the current Argentina scenario, having high poverty rates, higher levels of school dropout rates and unemployment rates increasing on daily basis, it is necessary to build a

local conceptualization of the construct "decent work" allowing us to problematize the universal character of the notion and recognize the specific meanings in our particular context. In this way, to incorporate the concept within the framework of intervention orientation is the basis of a strategy designed to make visible themes that broaden the available resources of people to understand working worlds, aiming to achieve a sustainable development of the individual in the society.

GROUP-BASED CAREER CONSTRUCTION COUNSELLING WITH UNEMPLOYED WOMEN IN A SERIOUSLY DISADVANTAGED RURAL CONTEXT

Jacobus G. Maree

University of Pretoria (Pretoria, South Africa)

The purpose of this study was to investigate the effect of integrative qualitative-quantitative career and self-construction counselling to promote the adaptability and career decision-making of women with unemployment in seriously disadvantaged, deep rural area. A mixed methods, non-experimental group design was used to gather data. While the Maree Career Matrix and the Career Interest Profile were used to gather data, the Career Adapt-Abilities Scale as well as the Career Decision-making Difficulties Questionnaire were used to evaluate the effect of the intervention. Participants demonstrated improved scores in subfields such as Lack of Information about the Decision-Making Process and Lack of Information about Ways of Obtaining Information. Moreover, their overall Career adaptability showed marked improvement. The intervention highlighted the challenging position and unique needs of unemployed woman in deep

rural areas. Participants benefitted from the group career and self-construction counselling in the manner implemented during the current research. However, adaptation of the intervention to meet the idiosyncratic needs of participants is needed. Institut de Psychologie et de Sciences Sociales Appliquées, Université Catholique de l'Ouest Senior lecturer. Decent work is also a question of age around the world. In poor countries, the point is to avoid work of children and young people, and offer a longer life, which means reduce part of work into total awake life. In developed countries, the challenges are quite different: a better lifelong distribution of work, education and respites times. What might be the contribution of lifelong psychology to those two types of issues? This presentation will describe the lessons of two different action-researches, the first one in Madagascar with young students, the second one in France with senior workers.

MULTIDISCIPLINARY STUDIES OF READING IN TYPICALLY-DEVELOPING AND CLINICAL POPULATIONS

Aleksandr Kornev

Galperina Elizaveta

Natalia Shemyakina

*Saint-Petersburg State Pediatric Medical University
(Saint-Petersburg, Russia)*

Jenifer Juranek

University of Texas (Houston, USA)

Abstract body. The proposed symposium is devoted to an evaluation of reading behavior, reading cognitive and neurological mechanisms, and reading development from different perspectives. An eye-tracking study of typically-developing and dyslexic children (gaze movements registration during narrative and expository texts reading) revealed that dyslexics tended to employ less mature and qualitatively distinct strategies for text processing than typically-developing peers (Kornev, Oganov). An MRI morphometric study of children with good and poor progress in the reading skills acquisition evidenced that cortical thickness and white matter tract volume are linearly related to performance measures of reading fluency in school-age children (Juranek). An EEG study in age-related features of ERPs in word and sentence processing revealed that brain mechanisms of the given process are still not mature in 9-11-year children and continue developing until adolescence (Galperina). Morphometric MRI study of adult good and poor comprehenders of written texts highlighted distinctions and ambiguous data about thickness measures of cortical matter.

Press paragraph. Reading skills are represented by multiple constituents and, thus, require a multidisciplinary scientific approach. The proposed symposium meets this requirement. Dr. Alexander Kornev MD, the head of the Lab for Neurocognitive Scientific and Applied Studies at the St.Petersburg State Pediatric Medical University, will present, with co-authors, an eye-tracking study which revealed new data about qualitative and quantitative peculiarities of printed text processing strategy in dyslexic vs. non-dyslexic children. Ph.D. Elizaveta Galperina,

the senior researcher from the given Lab, will present, with co-authors, results of an EEG study on brain mechanisms involved in word and sentence processing during reading in typically-developing children and teenagers.

Ph.D. Natalia Shemyakina, the senior researcher representing the given Lab, will introduce, with co-authors, an MRI study which revealed significant quantitative and qualitative distinctions of brain structure between good and poor comprehenders (young adult). Dr. Ph.D. Jenifer Juranek, the Director of Brain Research Analysis in Neurodevelopment at the Children's Learning Institute at the University of Texas Health Science Center at Houston will present, with co-authors, a multimodal MRI investigation of children (good responders vs. non-responders to an intensive reading intervention); in the current study, positive linear relations between reading measures and tract volume and cortical thickness was found.

General summary of the Symposium. The proposed symposium is devoted to an evaluation of reading behavior, reading cognitive and neurological mechanisms, and reading development from different perspectives. The first question is how the text reading, as the goal-directed behavior, is organized in dyslexic children vs. typically-developing peers. To answer this question, an eye-tracking study was carried on by A. Kornev and S. Oganov. They will introduce new data about the text processing strategy used by children during natural text reading. In this study, eye gaze movements in narrative and expository texts reading were analyzed in typically-developing and dyslexic children. The findings evidenced that the

dyslexics tended to employ less mature and qualitatively distinct strategies for text processing in comparison to the typically-developing peers. The second important question is to what extent the features of someone's brain influence a progress in reading development? J. Juranec et al. will share their new data about brain mechanisms underlying good vs. poor progress of reading skills acquisition. In the MRI morphometric study, they found that cortical thickness and white matter tract volume are linearly related to performance measures of reading fluency in school-age children. One more important issue is related to the development of word and sentence processing mechanisms

during the school years. E. Galperina et al., in the EEG study, evaluated age-related features of ERPs in word and sentence processing. The results highlighted a process of mastering comprehension skills that occurred to be incomplete and still developing in adolescence. The last question will be discussed in the symposium is cerebral structural correlates of the high and low level of text comprehension skills. N. Shemyakina et al. investigated brain structural peculiarities underlying a level of text comprehension in young adults. In their MRI morphometric study, some ambiguous data about thickness measures of cortical matter in good and poor comprehenders were found.

DO DYSLEXICS STRUGGLE WITH ONLY THE DECODING PROBLEM WHEN READING? AN EYE-TRACKING STUDY OF A NATURAL TEXT READING IN TYPICALLY- DEVELOPING AND DYSLEXIC CHILDREN

Aleksandr Kornev

Sergei Oganov

*Saint-Petersburg State Pediatric Medical University
(Saint-Petersburg, Russia)*

Introduction. In a vast number of dyslexia studies, a decoding incapability has been discussed as the core deficit in reading. Text comprehension weakness in dyslexics (DY) usually is treated as a consequence of their decoding limitations. The current study aimed to analyze the text processing strategy in DYS by means of the gaze movements registration during reading. **Methods.** The participants of our study were divided into two groups: the younger one included twenty-seven 9-11-year-old typically-developing (TD) and sixteen DY children (Grade 3); the older one consisted of sixteen 12-14-year-old TDs and ten DYS (Grade 6). All the participants had normal nonverbal intelligence; inclusion criteria for dyslexics was ≥ 1.5 standard deviation below the mean reading score according to the standard assessment SARS (Kornev, Ishimova, 2010). During individual sessions, two scientific expository and two fiction narrative texts were presented for a self-paced reading on a computer screen, followed by answering comprehension questions, and the eye gaze movements were registered by the eye tracker SMI RED500.

Measures analyzed included: the mean fixation duration; the mean number of fixations per word; the mean number of progressive and regressive saccades per word; and the mean amplitude of progressive and regressive saccades. **Results.** The between-group distinction in the text comprehension was significant only in Grade 3. The ANOVA revealed a significant between-group difference in a gaze movements patterns both in Grade 3 and 6. The linear correlation between the mean fixation duration and the mean amplitude of progressive saccades significantly differentiated the TDs and DYS ($r=-0.72$; $P<0.000$ in the TDs and $r=0.71$; $P<0.000$ in the DYS). The regression curves slope was dramatically distinct within the groups. **Discussion.** The modern approaches to text comprehension recognize the text processing as a cognitively and strategically complex activity (Muijselaar et al., 2017). Our data evidenced that the DYS tended to employ less mature and qualitatively distinct strategies for text processing in comparison to the TD peers.

EEG CORRELATES OF WRITTEN WORDS AND SENTENCES PROCESSING IN READING: ERP STUDY ON 9-13 YEARS OLD CHILDREN

Natalia Shemyakina

Olga Kruchinina

Aleksandr Kornev

Zhanna Nagornova

Galperina Elizaveta

*Saint-Petersburg State Pediatric Medical University
(Saint-Petersburg, Russia)*

Introduction: At the end of primary school, decoding skills are already mastered, while sentence and text processing skills are still developing during secondary school. Brain base for reading text processing has a multilevel organization. Hence, the current study aims to evaluate the age-related features of ERPs in word and sentence processing. **Methods:** Twenty-three typically-developing children (9-10 y.o.) and twenty adolescents (12-13 y.o.) were EEG registered according to two task modes. In mode 1, reading and categorizing semantically correct vs. violated sentences were presented in two steps, containing a contextual part of a sentence and a keyword presentation. In mode 2, two different words were presented sequentially and followed by a new vs. previously presented word. **Results:** A comparison between the semantically correct vs. violated sentences within the groups revealed a difference in N400 (396-450, Cz) component in children and in P600 (626-700 ms, Fz) component in adolescents. In both groups, correct sentences correlated with the higher

amplitude of ERPs. In the correct sentences processing, N400 had a higher amplitude in children than in adolescents (396-450 ms, Fz, Cz). In the semantically violated sentences processing, N400 difference was revealed in Fz, C4 in 500-552 ms. In both new and repeated words tasks, children had a higher amplitude of N400 in Fz, F3, and C3. The study revealed age differences in neurobiological correlates of both word and sentence reading processes. In both groups, semantically correct sentences processing correlated with the higher amplitude of ERPs, in contrary to semantically violated ones. Thus, the correct sentences processing presumably was more resource-demanding. Differentiation between the correct vs. violated sentences was opposite between the groups: it manifested in N400 wave in children and in P600 one in adolescents. **Conclusions:** The results highlighted a process of mastering comprehension skills that occurred to be incomplete and still developing in adolescence. RFBR grants No18-013-01082, 17-06-00542.

FUTURE RESPONDERS VS NON-RESPONDERS TO AN INTENSIVE READING INTERVENTION: RELATIONS OF FLUENCY AND PASSAGE COMPREHENSION WITH BRAIN ORGANIZATION AND CONNECTIVITY

Irina Ovchinnikova

Pat W. Taylor

Jack M. Fletcher

University of Houston (Houston, USA)

Jessica A. Church

University of Texas (Austin, USA)

Juranec Jenifer

University of Texas (Houston, USA)

Multiple modalities were integrated to investigate structural features of brain organization and connectivity 1) relative to measures of reading skill; 2) between future responders vs non-responders to an intensive reading intervention. Diffusion tensor tractography was used to reconstruct white matter tracts relevant to the reading network in our study sample of 131 children. Tract volume was evaluated in relation to reading scores. Additionally, we evaluated cortical thickness values in future responders vs non-responders. DTI: We observed a significant

positive linear relation between reading measures and tract volume (LH:p=0.024; RH:p=0.012). Cortical thickness: Higher scores were significantly associated with thicker cortex in regions of the reading network. Additionally, baseline cortical thickness predicted future responders. Cortical thickness and tract volume were linearly related to reading scores in school-aged children. Responders exhibited greater cortical thickness in regions important for attention, executive function, and expressive language.

NEUROANATOMICAL CORRELATES OF PROFICIENCY IN TEXT PROCESSING: A MORPHOMETRIC STUDY OF GOOD AND POOR COMPREHENDERS OF WRITTEN TEXT

Zhanna Nagornova

Vadim Novikov

Aleksandr Pozdnyakov

Aleksandr Kornev

Shemyakina Natalia

*Saint-Petersburg State Pediatric Medical University
(Saint-Petersburg, Russia)*

Neural networks for text processing are widespread and involve zones of frontal, temporal, and parietal cortex. However, we still need clear data on the interaction between a comprehension competence in reading and anatomical particularities of the given areas. The current morphometric study focuses on neural differences between two groups of typically-developing young adults (18-20 y.o.), i.e. good and poor comprehenders of a written text. First, 136 young adults were assessed by the Test of written text comprehension; according to the results, 12 subjects (2 males and 10 females) were scored 0-15 percentiles and identified as poor comprehenders; while 15 subjects (4 males, 11 females) were scored 85-100 percentiles and identified as good comprehenders. These subjects composed two experimental groups. In all the participants, nonverbal intelligence, working memory, and reasoning skills (the Analogical reasoning test) were assessed. The

mean scores for the psychological assessment were, consequently, 124 ± 13 , 6.7 ± 2 , and 16 ± 3 for the good comprehenders and 105 ± 7 , 4.5 ± 1 , and 9 ± 3 for the poor comprehenders. In all the participants, MRI scans were collected. The whole brain volumetry, cortical thickness analysis, and voxel-based morphometry were carried on. In the good comprehenders, we observed the greater indexes of the gray matter relative volume bilaterally in the BA6, in the rostral middle frontal areas, right superior frontal and left caudal middle frontal, lateral orbitofrontal, inferior temporal, and left paracentral areas. The thickness of the right pars orbitalis was greater in the poor comprehenders; while the thickness of the right rostral anterior cingulate cortex was greater in the good comprehenders. The results revealed neuroanatomical differences between the good and the poor comprehenders in the language related networks, decision making, and conflict monitoring.

PSYCHOLOGY OF AGING AND LONGEVITY

Liubov Akopian

Samara State University of Social Sciences and Education (Samara, Russia)

Chrisrian Heslon

Western Catholic University (Angers, France)

Alena Garber

Rehabilitation Clinic "Reinhardshöhe"(Hessen, Germany)

Abstract body. The attention of the psychological scientific community is drawn to human longevity and an increase in the proportion of older people in the world. C. Heslon considers general psychological problems of aging and longevity. In the semantic sphere of persons of late age, the topic of transvital meaning is highlighted – L. Akopyan. The development and evaluation of a stress management program for the elderly is theoretically justified and put into practice by K. Reschke. The potential of virtual reality methods for assessing and enhancing functional autonomy in Alzheimer's patients is discussed in P. Allain. The use of the concept of salutogenesis by A. Antonovsky in psychotherapeutic work with elderly oncological patients is described in A. Garber. The value-semantic factors of professional teacher longevity are considered in the project by N. Zotova. Spirituality and its fundamental role in old age is considered in the work of O. Kovshova.

Press paragraph. The problem of aging of the planet's population is of increasing interest in various scientific fields, including psychology. Important problems in this area are: life meaningful orientations and the acquisition of new meanings of life at a later age; the role of spirituality in old age; psychological factors of professional longevity; self-regulation and self-organization, as well as coping with stress in old age; features of psychotherapeutic work of elderly people with cancer and Alzheimer's disease, allowing them to make their lives more meaningful and positive. The scientific theme of the symposium "The Psychology of Aging and Longevity" makes it possible to practically realize the possibilities of professional, psychological, psychophysiological and psychotherapeutic ensuring human longevity. The well-known

experts in this field take part in the symposium "Psychology of aging and longevity": L. Akopian (Russia); Alena Garber (Germany); Konrad Reschke & Franziska Stoeber (Germany); Christian Heslon (France); Philippe Allain (France); N. Zotova, S. Peredelskaya, M. Tikhomirov (Russia); O. Kovshova (Russia), Berezina T., Chumakova Y.

General summary of the Symposium. Increasing a person's longevity throughout the world is not only a social, but also a psychological problem. The most important tasks of development in old age, researchers include the task of accepting and understanding the past life and old age as a stage in the life path. The problem of prosperous aging and longevity is considered from a psychological position in the work of C. Elon. The transvital sense in the system of semantic formations of the personality of a late age is characterized by the search for new meanings that motivate social or other activity at the final stage of life – L. Akopian. The development of a stress management program for the elderly at the retirement stage is theoretically justified and put into practice by K. Reschke & F. Stoeber, A. Garber, A. Militarieva & G. Sarbasova. P. Allain in an experimental study proves the usefulness of virtual environments for assessing and rehabilitating the daily life of older people with Alzheimer's disease. The use of the concept of salutogenesis by A. Antonovsky in psychotherapeutic work with elderly oncological patients contributes to resistance to stress (A. Garber, K. Reschke, S. Berdibayeva). In the work of O. Kovshova, the concept of spirituality is analyzed, focusing on the fact that in old age the fundamental role of spirituality is a regulator of human behavior and activity, and its relationships with other people. The results of the study of N.

Zotova, S. Peredelskaya, M. Tikhomirov suggest that in the post-pension period teachers in the educational institutions remain to work with a high level of meaningfulness of life, job satisfaction, and an active lifestyle. There are

individual and personality prerequisites for the occurrence of cardiovascular diseases, depending on the professional type of a person – Berezina T., Chumakova Y.

DEVELOPMENT AND EVALUATION OF A STRESS MANAGEMENT PROGRAM FOR ELDERLY PEOPLE

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The goal was the development and evaluation of a stress management program for elderly people (age 60 – 80). Stress can begin in transition phase of retirement. Psychosocial Stress depends on balance between resources and stressors and in relation to conservation of resources (Hobfoll) and proactive coping resources (Greenglas). For elderly people no specialized stressintervention programs exist. That's way we modified the stress-management program "Mastering stress optimistically" for elderly people according to the stressors in the retirement phase of life. Methods: The program includes 10 sessions (8 fixed, 3 free electable). Content of exercises: systematic stress checkup, emotion regulation, relaxation, future orientation, communication, coping with death and dying, goal setting. The study was an intervention trial with prae-post-follow up design (formative & effect evaluation). Measures/ tests were: Leipzig short questionnaire^{^^} chronic stress (LKCS), Measurement of change questionnaire of behavior and experiencing (VEV), Screening scale

of chronic stress (SCSS), Satisfaction with Life Scale (SWLS), Life Orientation Test (LOT), Self efficacy scale (SWE), a sense of coherence scale (SOC-L9). The participants were n= 15 retired persons (age 66 to 77, M= 71, .93 SD = 3.22). Data were analyzed by t-test and power analysis. Findings: The formative evaluation showed positive results by expert ratings and ratings of the participants for each element of training. In all dimensions the new developed training program reached high values mean = 1.7 on a five point likert evaluation scale from (1 very good – 5 very bad). 10 persons reported significant positive changes in VEV. Main positive effect sizes were found in the evaluation of effects in the sense of coherence and life satisfaction measure. Discussion: The program "Optimistic Coping the retired state" was highly accepted by the participants and evaluated positive in dimensions of evaluation. It showed a clear structure and usability, and acceptance for training-parts. Results of intercultural comparisons with Kazakhstan people will be reported.

THE POTENTIAL OF VIRTUAL REALITY TECHNIQUES TO ASSESS AND ENHANCE FUNCTIONAL AUTONOMY IN PATIENTS WITH ALZHEIMER'S DISEASE

Philippe Allain

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Alzheimer's disease causes impairments affecting autonomy in activities of daily living. Transdisciplinary research in neuropsychology and virtual reality has fostered the development of ecologically valid virtual tools for the assessment and rehabilitation of these activities, using simulations of real life activities.

Few studies have examined the benefits of this approach in patients with Alzheimer's disease. In this communication we will present the work of our lab in this field. We will first focus on the assessment results obtained from a group of patients with Alzheimer's disease on a task

designed to assess their ability to prepare a virtual cup of coffee, using a virtual coffee machine implemented in a virtual kitchen. We will then focus on the training results obtained for another group of patients with Alzheimer's disease on a system designed to increase their autonomy in cooking activities using interventions based on errorless learning, vanishing-cue, and virtual reality techniques. We will demonstrate that our work provide support for the utility of virtual environments for the assessment and rehabilitation of everyday life activities in Alzheimer's disease.

APPLICATION OF A. ANTONOVSKY'S CONCEPT OF SALUTOGENESIS TO PSYCHOTHERAPEUTIC WORK WITH ELDERLY ONCOLOGICAL PATIENTS

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The objective of the study is application of a resource-oriented psychotherapeutic approach to elderly cancer patients. Its theoretical framework constitutes Aaron Antonovsky's concept of salutogenesis. Research questions are focused on cases when people successfully overcome stressful situations, even if these cases are contrary to the general trend, and on finding factors contributing to stress resistance. Such analysis allows to consider illness and health on a single continuum and helps to proceed from dealing with a particular disease to searching for factors by which a person, regardless of where on the continuum he/she is located, can move to the health pole. The concept of salutogenesis was used at the rehabilitation stage of cancer disease. The experimental group of the study involved 70 cancer patients aged from 68 to 75 years (44 women). To 40 of them model of salutogenesis was offered in the form of weights. Patients filled the scales twice: first, independently, and then with the help of a therapist. With 30 other patients, group counseling was conducted on the topic "Protection factors or due to what factors a person is able to stay healthy" without providing

individual counseling. 50 patients compiled a control sample. Leipzig Test for Chronic Stress (K. Reschke, G. Schröder), a questionnaire for assessing the quality of life and content analysis of weights answers reflecting A. Antonovsky's salutogenesis model were used. At a statistically significant level was shown a decrease in the general level of stress, an increase in the assessment of the quality of life, an increase in reflexive abilities in finding one's internal resources, an increased understanding of the physical and psychological conditions/factors contributing to health in patients for whom individual counseling was carried out. Patients who participated in the group counseling increased their understanding of physical and psychological conditions/factors contributing to health. Patients of the control group demonstrated no significant changes. The study supports application of the A. Antonovsky's model to psychotherapeutic work with elderly oncological patients at the rehabilitation stage of disease. The next step is investigation of possibilities of this model with elderly population in general.

PROFESSIONAL LONGEVITY AS A PROBLEM OF THE VALUE-SEMANTIC REGULATION OF THE TEACHER'S ACTIVITY

Natalya Zotova

Svetlana Peredelskaya

Mikhail Tikhomirov

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The problem of rendering psychological help for teachers is relevant to modern educational practice in Russia. It is not only about prevention of negative phenomena (for example, burn-out), but also about preservation of teachers' installation on professional longevity. The project participants were school and preschool teachers of Volgograd region (n=247) aged 22-65. We explored individual psychological characteristics, which could determine a specialist's desire to prolong his professional life. The results of the research claim that in educational institutions work-conscious teachers of post-retirement period, who are satisfied with labour and have active life position. Moreover, we have established that material motive does not play a significant role in deciding to continue working till retirement age. This is confirmed by the data of R. Engelhard: material values are important for respondents with 16-30 years' experience, meanwhile 31-35-year-old teachers focus on the values of individualization. The analysis of the received data shows that crisis trends like concern about material problems, reduction of self-confidence, expressed tendency of passive life position, increased burn-out symptoms, are typical for teachers with 16-30 years' experience.

This prepares the ground for attitude towards the retirement age as a desirable period of rest, given the cumulative nature of burn-out. Consequently, the aspiration to professional teachers' longevity can be considered to a greater extent as a result of value-semantic mechanisms of human work: professional activity is full of new meanings, it is connected with the nearest future. Undoubtedly, the social environment plays a big role, first of all – the organizational culture of the educational institution, stimulating a teacher to constant professional growth against the background of a beneficial psycho-emotional climate with colleagues. Thus, we have found that the proximity of the value orientations of school teachers positively correlates with the degree of satisfaction with labour. Continuation of our research is connected with revealing of psychological criteria and conditions for professional longevity on the basis of analysis of value-semantic mechanisms regulating reliability and efficiency of teachers' work at the completion career stage.

The reported study was funded by RFBR according to the research project № 18-013-00712.

TRANSVITAL SENSE IN LATER LIFE

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Life experience accumulated over many years allows an elderly person to navigate in the surrounding social space, but at the same time, the same life experience can become "difficult doorstep to step over" at the intersection of change, when meanings, values, needs and attitudes are changing. The presence and "work" of consciousness presupposes an understanding of life, corresponding to the social situation and individual possibilities, also in old age. The transvital sense in the system of semantic formations of the personality of the late age is characterized by the search for new meanings that motivates post-professional, social or other activity at the final stage of life, as well as the realization of post-life continuation through descendants or personal achievements: leave behind a memory in deeds, ideas, in created material and intangible values, etc. At a later age, a person searches and acquires a transvital

sense only when he has a semantic life context. Not every person of a late age certainly thinks about the transvital sense, but the context of approaching the final stage, explicitly or indirectly, prepares the formulation of this question and the need to solve it in one way or another, in one form or another. As a rule, a certain "trigger mechanism" is needed, which actualizes the search for transvital meaning ("what remains after me", "what else can you manage to do", "what can I leave behind, what memory, trace", etc.). For people of late age it is especially important to understand what they have achieved in their entire life span (a question turned to the past), what they have now (now) and what will happen after they leave, what and how "I will exist" (a question addressed to the future), which is, in our opinion, the task of searching for transvital meaning.

ACTUALIZATION OF SPIRITUAL RESOURCES OF PERSONALITY IN PSYCHOTHERAPY

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Depressed states are common in old and old age, although they do not belong to the "typical" companions of old age. From a cognitive-behavioral point of view, dysfunctional thoughts of anxious and depressed patients can be singled out, which appear to be inevitable companions of "specific senile reality". In the minds of these thoughts are fixed due to the frequent negative ideas about the future, fears, difficulties of perceiving positive events. Help with depressive conditions in elderly patients includes preventive and therapeutic measures that require an integrated approach involving not only doctors, but also psychologists and psychotherapists. At the same time, from the standpoint of improving the mental state, both medicinal treatment and psychotherapy with elements of psychological correction are equally important. Psychological assistance of this kind is aimed at transforming suffering into the possibility of intra-personal

growth – in kindness, beauty, forgiveness, wisdom, love. In old age, the regulator of the behavior and activity of a person, his relationship with other people is the development and the fundamental role of spirituality. When analyzing spirituality, attention is focused on the value, moral aspect of a self-actualizing person. Proper understanding of the suffering suffered brings a person to new levels, both of self-knowledge, and the meaning of what is happening in the world and Higher. The principal difference between "benign" spirituality consists in its reliance on traditionalism, using the sociological term, or "collegiality," borrowing a theological term. Orthodox-oriented psychotherapy is designed to interpret the situation of the suffering of an elderly person, based on the cumulative experience of overcoming such by mankind in its doctrinal traditions.

THE INFLUENCE OF A PERSONALITY TYPE ON THE PROGRESSION OF CARDIOVASCULAR DISEASES IN THE OLDER AGE

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The personality characteristics affecting the development of cardiovascular diseases at the retirement age (496 people) have been studied; it is shown that bad habits and aggressiveness have an effect on diseases. It is noted the professional activities performed earlier, influence as an additional factor. We studied the individual and personality characteristics that affect the development of cardiovascular diseases in different types of elderly people. Method: The analysis of medical documents, expert assessment, questioning the life course and self-assessment of the personality traits. Independent variable – the level of cardiovascular disease; additional variables: gender, age and professional types according to J.Holland. Dependent variables: features of self-esteem of the personality and the life path. Data processing method ANOVA analysis of variance. Empirical base: pensioners attached to the City polyclinic of Moscow – 496 people. Results: the risk of developing cardiovascular diseases among pensioners increase: bad habits (alcoholism ($F=12,65$, $p=0,00$), tobacco smoking ($F=5,81$, $p=0,003$), overeating $F=4,19$, $p=0,01$), aggressiveness ($F=3,14$, $p=0,05$) and professional activities in the field of "Man – Technique" ($F=3,44$, $p=0,05$); reduce: the presence of the

subject hobbies ($F=3,10$, $p=0,05$) and optimism ($F=3,23$, $p=0,05$). The types distinguished by sex and age didn't have a significant additional effect on the severity of the disease. Only professional types additionally influence on the connection between personal characteristics and cardiovascular diseases. Among the realistic-type pensioners (workers and technical specialties) the risk of cardiovascular diseases was further enhanced by sociability ($F=3,93$, $p=0,05$), activeness and commitment, career growth ($F=3,14$, $p=0,05$) and reduced by the availability of subject hobbies ($F=4,36$, $p=0,01$). Pensioners of the social type (professions in the service sector) further reduced the risk by having sports hobbies ($F=5,44$, $p=0,005$), while pensioners of the conventional type (office workers) reduced by professional activity and career growth, and increased by the tendency to overeating ($F=3,10$, $p=0,05$) and by sports hobbies ($F=4,03$, $p=0,01$). Conclusion: along with the general, there are individual and personality prerequisites for the occurrence of cardiovascular diseases, depending on the professional type of a person. To clarify these results, the additional research is needed.

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DIALECTICAL THINKING: LOGIC AND PSYCHOLOGY

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Abstract body. In the Russian philosophy Il'enkov (Il'enkov, 1974) opposed two logics – dialectical and formal. The distinctive feature of formal logic was the manipulation of mental forms that were abstracted from the content, and by dialectical logic the logic of the unfolding content was understood. In Western psychology, the analysis of the processes of dialectical thinking was greatly influenced by the works of J.Piaget. J.Piaget considered the formation of intelligence as the formation of formal-logical structures (Piaget, 1969). Problems of dialectical thinking were considered in the context of the formation of formal intelligence (Riegel 1973). The study of dialectical thinking, based on the understanding of dialectical logic as a special kind of formal logic started in the 1980s (Veraksa, 1981, 1983). One of the tasks that was solved in the course of these studies was to show the presence of formal dialectical operations that are different from the operations of formal logic.

Press paragraph. In the Russian philosophy Il'enkov (Il'enkov, 1974) opposed two logics – dialectical and formal. The distinctive feature of formal logic was the manipulation of mental forms that were abstracted from the content, and by dialectical logic the logic of the unfolding content was understood. A meaningful understanding of dialectical logic formed the basis for the developmental learning (Davydov, 1986). In connection with the separation of formal-logical and dialectical approaches, the problem of dialectical thinking understanding was presented. Various authors in most cases understood dialectical thinking through meaningful understanding of dialectical logic

(Andreev, 1985; Kedrov, 1962; Stolyarov, 1975). At the same time, the question of purely dialectical forms that were devoid of their content was also posed. In Western psychology, the analysis of the processes of dialectical thinking was greatly influenced by the works of J.Piaget. J.Piaget considered the formation of intelligence as the formation of formal-logical structures (Piaget, 1969). In this process, he singled out the dialectical moments and spoke about special structural dialectic transformations (Piaget, 1982). Thanks to his research, questions of dialectical thinking began to be considered in the context of the formation of formal intelligence (Riegel 1973). The study of dialectical thinking, based on the understanding of dialectical logic as a special kind of formal logic started in the 1980s (Veraksa, 1981, 1983). One of the tasks that was solved in the course of these studies was to show the presence of formal dialectical operations that are different from the operations of formal logic. Those operations constitute a logical structure that can be described in the language of discrete mathematics (Veraksa, Zadadaev 2012). Dialectical thinking in this case appears as operating with opposites revealed by the subject in the course of analyzing the initial situation (Veraksa, 2006). On its basis, a structural-dialectical method of analysis has been developed and described, which allows exploring possible options for the conversion of various contents. This method is productive and is used in the creative work of many scientists and inventors.

General summary of the Symposium. In the Russian philosophy Il'enkov (Il'enkov, 1974) opposed two logics – dialectical and formal. The distinctive feature of formal logic was the manipulation of mental forms that were abstracted from the content, and by dialectical logic the logic of the unfolding content was understood. A meaningful understanding of dialectical logic formed the basis for the developmental learning (Davydov, 1986). In connection with the separation of formal-logical and dialectical approaches, the problem of dialectical thinking understanding was presented. Various authors in most cases understood dialectical thinking through meaningful understanding of dialectical logic (Andreev, 1985; Kedrov, 1962; Stolyarov, 1975). At the same time, the question of purely dialectical forms that were devoid of their content was also posed. In Western psychology, the analysis of the processes of dialectical thinking was greatly influenced by the works of J.Piaget. J.Piaget considered the formation of intelligence as the formation of formal-logical structures (Piaget, 1969). In this process, he singled out the dialectical moments and spoke about special

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RETHINKING AND INTEGRATING PARADIGMS FOR STUDYING THE ROLE OF DIALECTICAL THINKING IN ADULT DEVELOPMENT

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Over the past five decades, the role of dialectical thinking in adult development has been a topic of increasing focus. Looking through the recent past and into the future, we see 1) dynamics of change operating increasingly rapidly at many levels 2) increasingly frequent encounters among contradictory perspectives and contradictory socio-cultural-political, technological and environmental forces, and 3) increasing challenges of claims to “universally certain knowledge,” thus expanding the realm of “uncertainty.” These trends suggest that the importance of dialectical thinking to adult development will only increase in the future. Two paradigms for understanding dialectical thinking became differentiated as further studies were conducted. One was based on the interpretation of dialectical logic as a process of developing thought content (Davydov, 1972; Il'enkov, 1974) and another on the interpretation of dialectical logic as a system of special operations and thought forms (Veraksa, 2006; Zadadayev, 2012; Shiyani, 1995). Both approaches led to productive research histories. The first paradigm formed the basis for the development of developmental

learning (Davydov, 1986; Elkonin, 1994). The second was successfully applied in the education of children and adults (Veraksa, 2000, Shiyani, 2005). Most research outside Russia on dialectical thinking as a phenomenon of adult development¹ can be considered broadly “neo-Piagetian” in that it starts from an apparent limitation of Piaget’s stage theory. Formal operational thinking was equated with “mature thought” (Inhelder and Piaget, 1958); Yet Piaget’s own theory of the process of individual development relied on a dialectical model. In his later work Piaget began to address this limitation of his stage theory by studying processes that continue to stimulate cognitive development after the stage of formal operations is reached. Klaus Riegel (1973), in his proposal of dialectical operations, took the tack of challenging Piagetian stages by claiming that they “describe(s) thought in its alienation from its creative, dialectic basis”. In contrast, Basseches (1984) made an explicit philosophical and psychological case for understanding dialectical thinking as a post-formal-operational level of cognitive organization.

THE APPLICATION OF "METATHINKING" TO ANALYSE AND INFORM CONTEMPORARY DISCOURSE ON "DIGITAL TRANSFORMATION"

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The subject of "Digital Transformation" is a prominent and recurrent theme in contemporary discourse about the challenges facing organisations worldwide. The topic appears regularly in the articles produced by the top business schools and business consultancies and is debated in major global conferences such as the World Economic Forum. Estimates of the failure rate for digital transformation projects run as high as 84% (<https://www.forbes.com/sites/brucerogers/2016/01/07/why-84-of-companies-fail-at-digital-transformation/#6a7720de397b>). How organisational leaders think about carrying out digital transformation is therefore worthy of research. Purpose: We analyse current discourse on Digital Transformation using an approach we describe as "Metathinking". Metathinking examines the content of discourse with reference to Ken Wilber's Integral Model (AQAL) and the form of such of discourse with reference to our model of 4 dialectical thinking modes (adapted from a framework established by Basseches (1984) and Laske (2006)). We aim to show that such discourse typically misses perspectives and

ways of thinking about the subject that limit the success of digital transformation projects. We take a cross section of articles on the subject of Digital Transformation, a panel discussion involving the CEOs of 5 multi-national organisations, and an interview with an ex-CIO and specialist consultant on Digital Transformation and analyse each to show the content of thinking and thinking processes involved. We demonstrate the method of analysis and show how we obtain results. We show that discourse and debate on the subject of Digital Transformation is frequently too narrowly focused on specific areas and that thinking that is applied is typically deficient in terms of the dialectic thinking modes that are applied. We conclude that a more holistic approach both in terms of the content and form of thinking about the subject would increase the likelihood of successful digital transformation. We offer three different forms in which we can present our work. 1. A formal presentation. 2. A presentation with exercises for participants to participate in the analysis. 3. A workshop in which participants experience our methods and debate the results.

DEVELOPMENT OF PROFESSIONAL THINKING OF STUDENTS OF TEACHING PROFESSIONS BY MEANS OF POSITIONAL TRAINING SYSTEM

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Igor Shiyan

Irina Vorobieva

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One of the main goals of professional training is preparing professionals, whose competencies could meet the challenges of the practice. Positional training (Veraksa 1994) technique was designed as a method for development of professional thinking as well as the ability to analyze complex scientific content. In the process of specifically organized training an acquisition of a system of means takes place, the means that allow understanding the structure of content area that is being studied. Structural dialectical approach (Veraksa 1991) represents the methodological base for positional training which sets as a goal the development of dialectical thinking (as a system of special mental actions) making possible the analysis of phenomena of development through distinguishing the relations of opposition within the content. In particular, the foundation of dialectical methodology is formed by the idea of a science as of a developing subject. Therefore dialectical thinking is required in order both to understand content area and master the ability to act productively within scientific space.

Dialectical thinking is defined as an ability to create new and solve problems emerging in the changing world. The following stages of students' professional development were named in accordance with the technique main provisions: 1. Organization of joint-divided activity (introduction to the potential of application of individual means for the analysis of subject content on the external level), 2. Acquisition of a system of means with their transferring to the internal level (activity obtains personalized character), 3. Analysis of educational systems, and 4. Design of educational systems. We designed and held a research for the potential of positional training as a mean of development of students' dialectical thinking and their acquisition of specific mental means for analysis and handling of scientific content. We used the performance of three 1st year groups from the Institute for Teaching and Psychology of Moscow City University in the framework of "General Psychology" course as research material.

THE RELATIONSHIP BETWEEN DIALECTICAL THINKING AND THE ABILITY TO RESOLVE CONFLICTING SITUATIONS IN CHILDREN OF DIFFERENT AGE

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Anastasiya Belolutskaya

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At the beginning of the 21st century the ability to resolve conflicting situations productively is becoming one of the most demanded both in the labor market and in modern social life. The ability to find solutions in problem-contradictory situations covers a number of fundamental mental properties, the key of which is the so-called. "Creative" thinking. In the scientific psychological literature there are more than a dozen terms to define this phenomena. It should be noted that many foreign and domestic researchers recognize that the "dialectical" way of thinking may be considered as a factor contributing to a high capacity for intellectual creativity. The key foreign researchers of dialectical thinking are: K. Riegel, M. Besseches, O. Laske, O. Robinson, and others. In Russia, a structural-dialectical approach is being developed, where the formation of dialectical thinking is considered as a separate line of cognitive development, originating in preschool age. The hypothesis of the study is that dialectical thinking is significantly positively

associated with the ability to resolve problematic situations productively by children of different ages. Sample: the schoolchildren of the first grade (School No. 514, 69 respondents) and high school students (school No. 1448; 80 respondents) Methods: methods of diagnosing dialectical thinking "What can be at the same time?" (N.Veraksa), "Unusual tree" (N.Veraksa); method of diagnosing the ability to resolve problem situations "Heroes in the city" (A.Belolutskaya) Results: Significantly positive correlation coefficients were obtained. In the case of primary school students, $r = 0.42$ for $n = 69$ ($P 0.01$); in the case of high school students, $r = 0.39$ with $n = 80$ ($P 0.01$). Thus, the hypothesis about the connection of dialectic thinking and the ability of productive resolution of problem situations by children of different ages was confirmed. The findings suggest that it is necessary to develop educational programs for the development of dialectical thinking for children of different ages.

DIALECTIC STRUCTURES AS A RESOURCE OF COGNITIVE AND EMOTIONAL DEVELOPMENT AT DIFFERENT AGES

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Northern (Arctic) Federal University named after M.V. Lomonosov (Severodvinsk, Russia)

Nina Bagdasarova

American University of Central Asia (Bishkek, Kyrgyzstan)

Tatyana Artemyeva

Institute of Psychology and Education Kazan Federal University (Kazan, Russia)

Abstract body. Dialectical thinking is understood as a special cognitive structure that allows operating with opposites, detecting the structure of opposites in reality and solving problems containing contradictory situations. The symposium will discuss the relationship of dialectical thinking with other aspects of cognitive development in children of preschool age, the relationship of dialectical thinking with solving emotional contradictions, methods of amplifying dialectical thinking in preschool children and adults.

Press paragraph. Olga Shiyan presents the results of a formative experiment on the amplification of dialectical thinking in younger preschoolers. The report of Angela Brandão is dedicated to the project of researching the possibilities of developing dialectical thinking in people over 55 years old. Chernokova Tatiana explores the place of dialectic structures in the general cognitive development of children of preschool age. Artemyeva Tatyana describes the results of the study of dialectic structures as cognitive mechanisms of humor. Nina Bagdasarova considers dialectical thinking as a tool for solving emotional contradictive situations.

General summary of the Symposium. The theoretical basis of research is the idea of dialectical thinking as a special cognitive structure based on dialectical logic. Participants in the symposium are based on different models of dialectical thinking. The first model goes back

to the works of Riegel and Basseches and considers dialectical thinking as a post-formal stage of cognitive development. The second model was proposed by N. Veraksa and considers dialectic thinking as an independent, independent from the formal-logical line of cognitive development, manifested in children of preschool age. Both models are united by the idea of dialectical thinking as a mechanism for understanding systemic processes of development and a mechanism for transformation. Also in both models, dialectical actions are considered as units of dialectical thinking. O. Shiyan showed that a specially organized educational program stimulates the development of dialectical thinking in children 3-5 years old. Angela Brandão proposes a cognitive stimulation program aimed at developing dialectic thinking in people over 55 years old. The aims of this study are not only to characterize a population of older adults without significant cognitive deficits, but also to use the measures to assess the effect of the program. T.Artemyeva will present the results of a study of children's understanding of humor and the creation of humorous stories and the role of dialectical thinking in this process. Tatiana Chernokova will present a correlational study of the relationship between formal logical thinking, dialectical thinking and metacognition in preschool age. Nina Bagdasarova will analyze the dialectical mechanisms in the emotional development of a person, the role of dialectical structures in solving emotional conflicts.

POSSIBILITIES OF AMPLIFICATION OF DIALECTIC THINKING IN 3-5 YEARS OLD CHILDREN

Olga Shiyan

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Dialectical thinking is a cognitive structure that allows one to efficiently operate with opposites (Basseches, 1984, N.Veraksa, 2005). In accordance with the framework proposed by N.Veraksa (N.Veraksa, 2005) dialectical thinking is the separate line in cognitive development and develops in preschool age in parallel with the development of formal logic. In previous studies (Shiyan O.A., 2017) the possibility of amplifying dialectical thinking in children of 5-7 years has been proven. The key question of this study is: what are the possibilities of amplifying dialectic thinking in children of preschool age (3-5 years old) as part of a specially designed educational program. We analysed the dialectical transformation and sensitivity to opposites in children 3-5 years old. The study involved preschoolers control group: 34 children in the control group and 46 children in experimental group. In the experimental group, we analyzed the developmental processes with children, taught them to discover the relationship of opposites in the outside world.. The formative experiment

went on for 6 months. We obtained the following results after the completion of the formative study. In the development of the dialectical transformation significant differences were found in the experimental group (t-criterion 4,6), but no significant differences were found in the control group. In the development of the sensitivity to contradictions significant differences were found in the experimental group in children 3-4 years old (t-criterion 3,3), but no significant differences were found in the experimental group in children 4-5 years old, as well as in the control group. However, in the experimental group in children 4- 5 years old, a greater number of responses holding two pairs of opposites were found. Thus, the possibility of amplifying the dialectical transformation and sensitivity to contradictions in younger preschoolers was proved. In the future, it is important to analyze how different acts of dialectical thinking are related in children of preschool age: transformation, mediation, etc.

DIALECTICAL THINKING IN ADULT DEVELOPMENT: DEVELOPMENT OF A COGNITIVE STIMULATION PROGRAM

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In the field of adult development, there are several conceptual frameworks that describe different ways of conceptualizing developmental issues in adults. One is the analysis of different forms of organization of thought. This framework allows us to describe the developmental movements of individuals as, through series of steps, new more complex and adaptive organizations of thought emerge that hierarchically integrate earlier organizations of thought, transforming the ways individuals understand the world. Dialectical thinking (Basseches, 1984) is a proposed organization of thought based on use of a model of dialectic, defined as “developmental transformation (movement through forms) that occurs via constitutive and interactive relationships.”(p.22). Using this model of dialectic allows adults to analyze interacting open self-transforming systems, both including organizations of ideas of facts within which the concepts of truth and falsity are meaningful but which are susceptible to contradiction and change that may arise as people, communities and cultures interact. Dialectical thinking has been gaining increasing importance in understanding the development of

capacities to deal with incongruities and change in adulthood. Previous studies have demonstrated an effect of dialectical thinking in various cognitive domains as well as personality traits related to the self. However, despite the growing interest in the study of dialectical thinking, the knowledge of the brain regions involved in this type of thinking still remains largely unexplored. Based on the forgoing, we intend to design a study of how a program of cognitive stimulation influences the development of dialectical thinking in adults aged 55 years and older. This cognitive stimulation program includes challenges and/or stories that portray contradictory information that could stimulate the development of dialectical thinking. This study will use three types of measures, before and after the cognitive stimulation program – a measure that analyzes forms of thought used, a measure of personality, and a psychophysiological measure using functional magnetic resonance imaging (fMRI). The aims of this study are not only to characterize a population of older adults without significant cognitive deficits, but also to use the measures to assess the effect of the program.

DIALECTIC TRANSFORMATIONS IN THE HUMOR OF CHILDREN

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Humor is a complex phenomenon that includes many psychological functions: cognitive processes, emotions, and communication, which manifest themselves in various social and cultural contexts. Comic texts are intellectual tasks of a special kind. The function of the comic component is not only entertainment and the creation of a favorable emotional background, but also the creation of a kind of an obstacle that violates the logic of the task. The content analysis of funny stories composed by preschool age children allowed us to highlight the actions involved in the creation of comic content and develop a methodology "Funny stories" for diagnosing humor in children. We carried out an empirical study using this technique and the "Dialectic Actions" technique (Shiyan I.B.) and revealed the interrelations between the action of transformation and closure ($r = .46$); alternative change ($r = .39$) ($p = 0.01$), however, no relationship was found between the indicator according to the "Coloured Raven Progressive Matrices" method and the actions involved in

creating humor. Was used to study dialectical actions (Bayanova L.F.); "Dialectical stories" (Shiyan I.B.); sensitivity to contradictions was studied using the scale of coping with humor and the subtest "Sequential pictures" by D. Wexler. Correlational research has confirmed our assumption that the actions of dialectical thinking are involved in the understanding of comic, contradictory situations. We found significant direct correlations ($p = 0.01$) between humor and the dialectic action of association ($r = .82$), the dialectical action of the content seriation ($r = .70$), and the dialectical action of the alternative ($r = .53$). The carried out studies indicate the involvement of the dialectical thinking actions in the understanding of the comic text contradictions. The importance of the study lies in the fact that by offering children different versions of conflicting tasks, it is possible to develop children's curiosity, the desire to solve mental tasks that require the reflection of complex hidden links and relations between objects, to teach how to find creative solutions.

METACOGNITION IN THE STRUCTURE OF INTELLIGENCE OF PRESCHOOL AGE CHILDREN

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Northern (Arctic) Federal University named after M.V. Lomonosov (Severodvinsk, Russia)

The problem of the structure of intelligence is of great theoretical and practical importance. Its solution determines the strategy of diagnostic methods application and conditions for the development of intelligence. We propose to include three types of abilities in the structure of intelligence: 1) cognitive abilities that provide the mastering and application of knowledge; 2) creative abilities that ensure the transformation of mastered knowledge; 3) metacognitive abilities that provide self-regulation of the cognitive process (gnostic goal-setting; analysis of conditions for activity; programming of cognitive actions; self-control). The psychological literature presents inconsistent data on the correlation between these components of intelligence. Our research belongs to the structural-dialectical approach (N.E. Veraksa). We suggest that creative and metacognitive abilities can be formal and dialectical in their focus. This becomes evident already in preschool age. The purpose of research is to discover the correlation between metacognitive, cognitive and creative abilities. To study cognitive abilities of preschool age children, we used the Wechsler method tests designed to diagnose formal thinking. To study creative abilities, we used the method of N.E.

Veraksa "What could be at the same time?" designed to diagnose dialectical thinking of children. To study metacognitive abilities, we used the method presenting a problematic situation: the child had to set a cognitive goal, establish conditions for its achievement, make a plan of actions and monitor the results. The Pearson criterion was used to identify the correlation of studied parameters. 42 children 5-6 years of age were examined. The results indicate the ambiguity of relations between cognitive, metacognitive and creative abilities. No children with a balanced profile of studied abilities were identified in the experimental group. Notable correlations within metacognitive abilities were found: $r=0.50$; 0.60 ; 0.57 , $p=0.01$. This confirms that metacognitive abilities represent a single system. Correlations between indicators of the formal logical thinking and metacognition (analysis of conditions for activity; programming of actions; self-control) are moderate ($r=0.43$; 0.33 ; 0.37). Correlations between indicators of dialectical thinking and cognitive and metacognitive abilities are negative. The absence of close correlations can be explained by the fact that initially diffuse systems become more differentiated in the senior preschool age.

DIALECTICAL ACTS AS PATTERNS OF “WORK OF UNCONSCIOUS”

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This is one of the oldest and still very important tasks of methodology of Psychology to find out bridges between different concepts and approaches that still seem incompatible after more than a hundred years of development of psychological thought. It was in early 1930s when Vygotsky wrote about crisis in Psychology showing that it is very difficult (if not completely impossible) to compare Psychoanalysis and Behaviorism and both of them with Gestalt psychology. Since that time the boundaries between some approaches may look wider though some of new ideas might provide one with some insights of certain similarities between different scopes of psychological studies. It is very well known that soviet tradition of psychological theories is much more successful in the field of cognitive and educational studies than in the part concerning emotions and issues of personal distress and therapeutic methods. Moreover it is important to show the common concepts between pure cognitive approach based on activity theory which is structural dialectical approach in psychology (Veraksa et al, 2013) and Freudian Psychoanalysis rooted and

oriented mostly in psychotherapeutic practice. It is Freud himself who started considering Unconscious as a highly organized part of human psyche and described similar structures within “dream work” (in “Interpretation of Dreams”) and jokes (in “Jokes and Their Relation to Unconscious”). According to Veraksa and his followers the activity during this process contains mental acts that transform oppositions in different ways (ibid, pp.66-67). The results of these transformations are usually new types of understanding or vision of situation or definite task. The descriptions of some of these mental acts are very similar to acts of Unconscious during dream work or joking provided by Freud. The act of “dialectical integration” repeats a structure of Freudian “concentration” and “dialectical transaction” repeats in a way classical “projection”. From this comparison following hypothesis arises: emotional contradictions might be solved by structural mechanisms that are identical to the cognitive activity of dialectical thinking. The presentation is aimed at analysis of dialectical thinking as a part of common unconscious structures.

INTERACTION BETWEEN A SIGNIFICANT ADULT AND A TODDLER: EVALUATION AND PSYCHOTHERAPY, CROSS-CULTURAL ASPECT

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Tatiana Shinina

Moscow State University of Psychology & Education (MSUPE) (Moscow, Russia)

Sergey Kiselev

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Olga Mitina

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Anna Varga

National Research University Higher School of Economics (Moscow, Russia)

Abstract body. Observing mother-child interaction made it possible for scientists to define a significant feature of parent behavior related to the dynamics of frequency and intensity of reactions of the significant adult to a child's signals, called 'parent responsiveness'. Contemporary research has evidenced that the responsiveness influences neurocognitive functions including speech and regulative functions. Dynamical features of behavior in the dyad during interaction are very significant. A non-linear dynamic model evaluates the responsiveness of the significant adult in the course of interaction with a toddler. The discussion of the longitudinal research provides an opportunity to define the microdynamics of the responsiveness of the significant adult during the growth of the child. The study of the interaction in the 'significant adult – child' dyad brings about the interest towards a comparison of behavioral manifestations of the adult in respect of the child in various cultures.

Press paragraph. The Symposium focuses on the discussion of psychological features of the interaction in the 'significant adult – toddler' dyad as a determining factor of a child's development at early stages of ontogenesis. The Symposium includes five oral presentations by the leading scientists from Russian and Vietnamese universities. 1) Non-linear dynamic model of evaluation of responsiveness of the significant adult in the course of interaction with a toddler Galasyuk Irina (Moscow State University of Psychology and Education) and Mitina Olga

(Lomonosov Moscow State University) 2) Cross-Cultural Specifics of Interaction Between a Significant Adult and a Child in Russia and Vietnam Anna Shvedovskaya, Irina Galasyuk, Tatiana Shinina (Moscow State University of Psychology and Education) and Nguyen Thi Hang, Nguyen Tuyet Lan (National Pedagogical College of Nha Trang, Vietnam) 3) Longitudinal study of toddlers: parental responsiveness and developmental crises of a child Kiselev Sergey, Lavrova Maria, Suleymanova Ekaterina (Ural Federal University, Laboratory for Brain and Neurocognitive Development) 4) Diagnosis and correction of interaction in the "foster parent – child" dyad using video surveillance Anna Varga, Oksana Pasechnik, (Higher School of Economics) 5) Markers of child communication signals: behavioral aspect Shinina Tatiana (Moscow State University of Psychology and Education) and Mitina Olga (Lomonosov Moscow State University).

General summary of the Symposium. Introduction In early childhood, a child's brain is especially responsive to any and all external factors. The influence of a significant adult is the primary external factor modulating the neuron network of the brain and laying down cognitive, emotional, and social patterns. The significant adult's ability to flexibly react to the child's mental evolution determined by its growth and crisis stages of development may contribute to the child's cognitive and socioemotional development. Cultural specifics of the manifestation of the significant adult's responsiveness to the child's

communicative signals are a matter of interest. Objective Researching the influence of a significant adult's responsiveness on a toddler's neurocognitive and socioemotional development with respect to cultural specifics of the behavior of the significant adult. Research Questions 1) The system of indicators of the significant adult's behavior enabling the evaluation of the interaction dynamics. 2) Markers of the toddler's communication signals during interaction with the significant adult and an object. 3) Defining the mechanisms of the influence of interaction with the significant adult on neurocognitive and socioemotional development of the child in various cultural contexts. 4) Comprehensive study of parent responsiveness and early

development of the child using instrumental and behavioral experimental paradigms. 5) Diagnostics of parent-child interaction in substituting families using video surveillance before and after the intervention. The symposium is a platform for the discussion of factors determining neurocognitive, socioemotional and communicational development of toddlers. Participants will discuss models of interaction between the toddler and the significant adult with regard to the specifics of social environment, indicators of the child's neurocognitive and socioemotional development, and behavioral patterns of the child and the adult during their interaction.

DEVELOPING AND APPROBATION SYSTEM OF INDICATORS FOR EVALUATION THE SIGNIFICANT ADULTS' RESPONSIVENESS TO TODDLER'S COMMUNICATION SIGNALS

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Olga Mitina

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In early childhood, child's brain is most sensitive to any external factor. The influence of the significant adult is the primary external factor modulating the neuron network of the brain and laying down cognitive, emotional and social patterns (Bowlby in Callaghan & Tottenham, 2016). In the cultural-historical and activity paradigm, the interaction between significant adults and the modes of intellectual activity, guided by adults, determine the zone of proximal development of a child (Vygotsky, 2002; Elkonin, 1995). According to contemporary studies, the quality of communication signals by the significant adult affects the development of child's emotional phenotype that can last throughout one's lifetime (Casey, 2017; Gee, 2016; Gee et al, 2014; Tottenham, 2015; Gabar-Durnam et al, 2016). Hence we suggest there is a need to assess qualitative features of the interaction process and to standardize the behavioral indicators of the significant adult during communication with a child. Our theoretical analysis yielded indicators of responsive behavior of the significant adult that we tested in a research using video recordings (Galasyuk, Shinina, 2017, 2019).

Aim. The research aimed to develop and approbation system of indicators for evaluation the significant adults' responsiveness to toddler's communication signals during spontaneous play time. 55 families raising children under 3 years old took part in the research.

Methods. Responsiveness of the significant adult was assessed by the Evaluation of Child-Parent Interaction (ECPI) method. The data from the analysis of video recordings were processed by Observer XT-14 software enabling dynamic visualization of behavioral characteristics of respondents.

Results. Principal component method helps to extract 4 factors for indicators of parental responsiveness. 1st factor (Teaching): the parent is focused on the education of the child, takes a directive position. 2nd factor (Ignoring): the parent does not respond to the needs of the child. The emotional background of communication is mostly negative. 3rd factor (Engaging): the parent responds to the needs of the child in a timely and adequate manner, reflects on the emotions of the child and expresses them verbally. 4th factor (Sensitive): the parent demonstrates nonverbally positive emotions, positively comments on the actions of the child without criticizing him, sincerely praises the child.

Conclusion. The research resulted in a system of indicators for the significant adult's behavior, allowing us to evaluate the interaction dynamics and define the character of relation between significant adult's and child's behaviors during the play.

PARENTAL RESPONSIVENESS DURING THE CRISES OF THE INFANT'S FIRST YEAR

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Maria Lavrova

Ekaterina Suleymanova

Ural Federal University (Yekaterinburg, Russia)

The parents' ability to respond flexibly to child's mental changes which associated with age development and crisis stages of development can contribute to the cognitive, social and emotional development of the child. The aim of the research was to describe the parent's behavior and the child's cognitive and socio-emotional development in a case study. 2 cases included in the longitudinal project of the Laboratory for Brain and Neurocognitive Development. The Evaluation Child-Parent Interaction method was used for the analysis of parent responsiveness (Parent Responsiveness Indicator Protocol). Bayley Scales of Infant Development Third Edition, Bayley-III was used to assess cognitive, communicative, social-emotional development and adaptive behavior. The parents signed an ethical agreement, which included the point about presentation of the results for discussion in the scientific community. In cases were described the mothers and premature infants interactions at 12 months-age (adjusted age) according components: affective, physical, cognitive, effective. As a result of data processing 2

schemes of parental responsiveness were presented. And it included qualitative and quantitative characteristics. Accordingly, the children' indicators of cognitive, communicative, motor development were presented. As well as indicators of social and emotional development and adaptive skills of the child. Problems in parenting are associated with the child's attempt to use new opportunities due to age-related new mental formations. The child tests new abilities and explores new possibilities of the situation, while parents often try to restore balance old proven methods and means. Thus, the question arises about the need for an adult to have knowledge about the nature of the changes occurring with the child, the skill of analyzing their behavior and appropriate actions. Limitations of the study is the consideration of a single case, but such an analysis of parent-child behavior can be used in practice to correct the behavior of the parent, and further accumulation of longitudinal research data will determine the mechanism of influence of parent-child interactions on cognitive and socio-emotional development.

CROSS-CULTURAL SPECIFICS OF INTERACTION BETWEEN A SIGNIFICANT ADULT AND A CHILD IN RUSSIA AND VIETNAM

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Irina Galasyuk

Tatiana Shinina

Moscow State University of Psychology & Education (MSUPE) (Moscow, Russia)

Nguyen Thi Hang

Nguyen Tuyet Lan

National Pedagogical College of Nha Trang (Nha Trang, Vietnam)

The aim of the study was to understand the factors defining neurocognitive, socio-emotional and communicative development during early childhood, considering culture-specific contexts of development to use them in building diagnostic tools and intervention programs. The study evaluated the behavioral degree of responsiveness of the *significant adult* (RSA) to toddler communicative signals in a culture-specific context (of Russia and Vietnam). The study revealed the dynamics in the mutual development of socio-emotional and cognitive systems under the influence of RSA on communicative cues of the child.

Methods: 1) Evaluation of Child-Parent Interaction (ECPI) – diagnosis of parental responsiveness to communicative signals of toddlers in the process of spontaneous play using video surveillance; 2) Observer XT – video recording of respondents' behavior: frequency and duration of RSA communicative signals; quantitative characteristics of each indicator of the RSA and the communicative signals of the child.

The longitudinal study of early child development using instrumental and behavioral experimental

paradigms providing four metrics of child's development and the RSA during the period from 10 to 36 months (at 10, 14, 24 and 36 months). It offers a unique opportunity to examine micro-dynamics of changes in the RSA and its role in early childhood development with regard to cultural specifics of adult behavior in Russia and Vietnam. Sample for the one-year research included a group of children from Russia (25 girls and 25 boys) and a group of children from Vietnam (25 girls and 25 boys).

The results of the study include building the model interaction in the 'significant adult – child' dyad, the system of behavioral indicators to evaluate this interaction and the typology of socio-cultural characteristics of adult behavior that affect the neurocognitive and socio-emotional development of the child.

This study gives better understanding of the nature of development of child's mind and brain, and also brings new perspectives in designing methods of monitoring child's risks of atypical development and providing timely intervention programs.

DIAGNOSIS AND CORRECTION OF INTERACTION IN THE “FOSTER PARENT – CHILD” DYAD USING VIDEO SURVEILLANCE

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Violetta Park

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The number of adopted children being returned to state institutions by their foster parents is rising. Main causes include interactional difficulties between foster parents and adopted children. The decision to return an adopted child to the orphanage is traumatic for both sides. The child is experiencing the attachment trauma and foster parents have feelings of powerlessness and incompetence. The systemic work with foster families is required. Traditional evaluation methods (questionnaires and tests) fail to identify problem areas in parent-child interaction. One needs to develop a set of psychological tools to involve parents in evaluation, in discovering the reason for the difficulties in parent-child interaction and to participate in corrective activities.

Aim. To describe the entire cycle of psychological work through the example of one foster family, which includes a diagnosis of parent-child interaction using the video surveillance before and after the intervention. Socio-demographic characteristics of the client: Woman, 39, higher education, teacher, unmarried. She has a three-year-old foster child adopted one year ago. Client's queries: The client cannot control her aggression towards the foster child, feels guilty for using physical punishment; complains about child's disobedience and frequent hysterics.

Methods. Evaluation of Child-Parent Interaction (ECPI). Discussion of video materials with the foster parent according to Parent Council techniques. Parent-Child Interaction Training (PCIT) aimed at changing parent responsiveness to child's communicative signals to correct undesirable behavior of the child.

The data from the analysis of video recordings were processed by The Observer XT software allowing to visualize the characteristics of interaction in the parent – foster child dyad in the dynamics of therapeutic process.

Results. 1) Reduced parent's anxiety and distress levels and sense of guilt. 2) Building and strengthening emotional contact with the foster child. 3) The foster parent realizing her resources and growth points in interaction with the child.

Discussion. The research into foster parent – child interaction involves certain difficulties stemming from foster parents' fear to appear incompetent and risk facing administrative implications. Using video recording of parent-child interaction and subsequent discussion of co-influence of behavioral patterns of both parties helps enhance the effectiveness of psychotherapeutic work to stabilize family system.

INDICATORS OF CHILD COMMUNICATION SIGNALS: BEHAVIORAL ASPECT

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Rapid developments in modern society and the use of digital technologies in communication with children of toddler years demand scientific examination and the search for new ways of assessing parent-child interaction. Abroad, we observe a current surge in research activities focusing on studying the interaction by video recordings and observation scales. The NCAST (Nursing Child Assessment Satellite Training) evaluation of parent-child interaction studies the ability to produce clear and clean signals to adults (Thomas J.C., Letourneau N., Campbell T.S., Tomfohr-Madsen L., Giesbrecht G.F., 2017). The MACI (Manchester Assessment of Caregiver-Infant) scale notes child behavior by three variables: a child's attentiveness to a parent, the child's positive affect, and the child's vivacity (Green J., Pickles A., Pasco G., Bedford R., Wan M.W., Elsabbagh M., Slonims V. et al., 2017). In Russia, the approach developed at the School of Ontogenesis of Communication by Maya I. Lisina (Lisina, 1986, 2009; Smirnova, Galiguzova, Ermolova, Meshcheryakova, 2002) ranks among the most advanced and sophisticated methods of standardized observation of adult-child interaction. To evaluate child's communication signals during spontaneous playing with an adult, we designed observation indicators for coding behavior when watching video recordings.

Aim. Researching toddler communication signals during spontaneous playing to build a scale and define the dynamics of the intensity of the signal to the significant adult.

Methods. Toddler communication signals were assessed using the Evaluation of Child-Parent Interaction (ECPI) technique (Galasyuk, Shinina, 2017, 2018). The research spanned over 55 families with toddlers and included ethical conventions with parents. The data from the analysis of video recordings were processed with Observer XT-14 software. Age features enable us to define two main lines of toddler behavior aimed at communication with adults and at substantive activity. Toddler behavior was coded in two ways. First, for Child-Object Communication Signals, five indicators for the evaluation of a toddler's independent investigative activity towards an object were suggested. Second, Child-Object-Adult Communication Signals were examined using five indicators for the evaluation of a child's signals aimed at interaction with an adult. The research shows the effect of responsiveness of the significant adult on a child's being independent and initiative, and on the intensity of the crisis of three years.

Results. The research resulted in the creation of a principal component method, which helps to define 3 factors for the child's behavior: 1st factor is exploring objects; the 2nd factor is interacting with adults; and the 3rd factor is alienated from adults. It makes possible the evaluation of the intensity of toddlers' signals and provides a model for the analysis of the dynamics of "toddler communicational behavior" in interaction with the significant adult.

INTERFACES BETWEEN NEUROCOGNITIVE SYSTEMS IN LANGUAGE ACQUISITION AND USE: MULTIMODAL STUDIES OF SPEECH AND LANGUAGE

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Olga Shcherbakova

Saint-Petersburg State University (Saint-Petersburg, Russia)

Andriy Myachykov

Northumbria University (Newcastle-upon-Tyne, United Kingdom)

Mikhail Pokhoday

National Research University Higher School of Economics (Moscow, Russia)

Abstract body. We present a symposium covering a broad range of psychological, psychophysiological and neurobiological investigations of speech and language function. It aims chiefly at addressing cross-modal and cross-domain interactions in the process of language use and acquisition. Combined, our speakers will: (1) discuss a range of psycholinguistic information processing types, most importantly lexicon, lexical semantics, syntax, language learning and cross-linguistic interactions in bilingualism, (2) showcase a range of research methods, including behavioural psycholinguistic measures, eye-tracking, electrophysiology (EEG, MEG, TMS, tDCS), and structural imaging (MRI/DKI), (3) explore psycholinguistic processes in different test languages, which will include at least English, Russian, Danish and Finnish. Together, the data presented speak to a high degree of interactivity in language acquisition and use between (a) different cognitive domains, (b) different modality-specific and domain-general systems, and (c) different languages of an individual, and make a strong case for a largely automatized character of these interactive processes.

Press paragraph. This is an international symposium with a diverse group of scientists working on language and cognition who will discuss a broad range of psychological, psychophysiological and neurobiological investigations of speech and language function. It aims chiefly at addressing cross-modal and

cross-domain interactions in the process of language use and acquisition. Combined, our speakers will: (1) discuss a range of psycholinguistic information processing types, most importantly lexicon, lexical semantics, syntax, language learning and cross-linguistic interactions in bilingualism, (2) showcase a range of research methods, including behavioural psycholinguistic measures, eye-tracking, electrophysiology (EEG, MEG, TMS, tDCS), and structural imaging (MRI/DKI), (3) explore psycholinguistic processes in different test languages, which will include at least English, Russian, Danish and Finnish. Together, the data presented speak to a high degree of interactivity in language acquisition and use between (a) different cognitive domains, (b) different modality-specific and domain-general systems, and (c) different languages of an individual, and make a strong case for a largely automatized character of these interactive processes. Furthermore, they suggest novel strategies and techniques paving the way for improved interventions in language rehabilitation and novel practices in education and language training.

General summary of the Symposium. We present an international symposium covering a broad range of psychological, psychophysiological and neurobiological investigations of speech and language function. It aims chiefly at addressing cross-modal and cross-domain interactions in the process of language use and acquisition. Combined, our speakers will: (1) discuss a range

of psycholinguistic information processing types, most importantly lexicon, lexical semantics, syntax, language learning and cross-linguistic interactions in bilingualism, (2) showcase a range of research methods, including behavioural psycholinguistic measures, eye-tracking, electrophysiology (EEG, MEG, TMS, tDCS), and structural imaging (MRI/DKI), (3) explore psycholinguistic processes in different test languages, which will include at least English, Russian, Danish and Finnish. Together, the data presented speak to a high degree of interactivity in language acquisition and use between (a) different cognitive domains, (b) different modality-specific and domain-general systems, and (c) different languages of an individual, and make a strong case for a largely automatized character of these interactive processes. The symposium will feature 4 talks (submitted

individually) by scientists from Aarhus University (Denmark), Northumbria University (United Kingdom), St. Petersburg State University (Russian Federation) and Higher School of Economics (Moscow, Russia): 1. Cross-linguistic interplay and bilingual advantage in late bilinguals Andriy Myachykov (Northumbria University, Newcastle-upon-Tyne, UK) and colleagues 2. Perceptual priming and syntactic choice in Russian language: multimodal eye-tracking study Mikhail Pokhoday (NRU Higher School of Economics, Moscow, Russia) and colleagues 3. Explicit and implicit acquisition of novel semantics: Evidence from EEG. Olga Shcherbakova (St. Petersburg State University, Russia) and colleagues 4. Formation of novel word representations in the brain tracked online using multi-modal neuroimaging Yury Shtyrov (Aarhus University, Denmark).

FORMATION OF NOVEL WORD REPRESENTATIONS IN THE BRAIN TRACKED ONLINE USING MULTI-MODAL NEUROIMAGING

Yury Shtyrov

Aarhus University (Aarhus, Denmark)

Humans can learn new language elements rapidly, an essential skill ensuring efficiency of our communication system. However, the neural bases of this important function are poorly understood. We review a body of our recent studies that addressed the brain mechanisms of online formation of representations for novel meaningless wordforms, new meaningful words as well as novel affixes. To register functional dynamics during the learning process, we used electro- and magnetoencephalography (EEG, MEG) to track memory circuit activation, manifest as enhanced brain responses to familiar morphemes. Furthermore, to tackle the causal role of the neurophysiological processes at hand, we used brain stimulation methods – transcranial magnetic and direct current stimulation techniques (TMS, tDCS) – to interfere with the cortical function during learning. Finally, we used novel structural MRI methods (diffusion kurtosis imaging, DKI) to query possible microstructural changes underpinning word acquisition. We find that frontotemporal neocortical circuits exhibit complex activation pattern changes in the process of acquiring novel representations. These chiefly become exhibited as a gradual increase in activation for novel

representations. These effects are (1) largely independent of attention, reflecting automatised nature of initial word acquisition stages, (2) most efficient for native language, (3) present both immediately and after an overnight consolidation, (4) are found in acquisition of simple and complex words as well other morphemes, and (5) operate in both visual and auditory modalities. By using neurostimulation, we could show the role of modality-specific systems in the acquisition of semantics: e.g., stimulation of motor cortex using TMS affects learning of action-relation words. Modulating activity in the language network using tDCS has a non-specific facilitatory effect on learning, and may also specifically change the balance between the acquisition of concrete and abstract language. Finally, our microimaging experiments using DKI suggest rapid plastic changes taking place in the microstructure of a range of cortical areas within even a short (40 minutes) language learning session. To conclude, our brain is capable of a rapid formation of new cortical memory circuits online, as it gets exposed to novel linguistic patterns in the input. This becomes evident in functional and structural dynamics, and through causal relationships.

EXPLICIT AND IMPLICIT ACQUISITION OF NOVEL SEMANTICS: EVIDENCE FROM EEG

Olga Scherbakova

Alexander Kirsanov

Elizaveta Nikiforova

Margarita Filippova

Saint-Petersburg State University (Saint-Petersburg, Russia)

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Two main learning strategies of word acquisition (implicitly ("fast mapping", FM) or explicitly (explicit encoding, EE) supposedly differ in terms of their brain bases, but neural underpinnings of these learning types remain elusive (Greve et al. 2014; Merhav et al. 2015). We compared event-related potentials elicited in the brain of adults learning new wordforms in either FM or EE fashion, with the two tasks being matched for their cognitive load and the manner of presentation. We designed an experimental paradigm that combined images of familiar and novel objects with auditorily presented questions. Under the FM condition, the meaning of a new wordform could be inferred from the context. Under the EE condition, the novel image and the wordform corresponded explicitly with the task to learn this correspondence. All wordforms were balanced for linguistic features and counterbalanced across conditions. Ten novel words were presented in each condition to 12 healthy right-handed Russian-speaking volunteers; as a control condition, familiar words and images were used. All conditions were pseudo-randomised in a single sequence. ERPs elicited by passive listening of wordforms were recorded before and after the training session

and then compared. Behavioral results showed no significant differences between successful learning of new wordforms in both FM and EE conditions. Auditory ERPs peaked at ~170, 250 and 520 ms indicating clear learning effects (ERPs elicited by familiar and novel wordforms diverged before training but became highly similar following the learning session). The topography of ERPs effects differed significantly between the FM and EE conditions in the early negativity at ~170 ms. For wordforms presented under EE condition, this topography displayed right-lateralised changes; for those presented in the FM condition, learning-related dynamics was distributed more centrally/left-lateralised. Analysis of cortical activity sources using LORETA suggested that the learning dynamics was underpinned by differentially lateralised activity in anterior temporal lobes of the two hemispheres as well as parietal and frontal areas. The results support the existence of two different neural learning mechanisms for word acquisition and suggest their differential distribution across the cerebral hemispheres. Supported by the grant of the Government of Russian Federation № 14.W03.31.0010.

PERCEPTUAL PRIMING AND SYNTACTIC CHOICE IN RUSSIAN LANGUAGE: MULTIMODAL EYE-TRACKING STUDY

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Perception provides an input of information about the event, attention foregrounds relevant/important information for the conceptual analysis, and subsequent language production mechanisms collaborate to generate speech (Levelt, 1989). A part of this complex process is the necessity to select between simultaneously available syntactic alternatives. Existing evidence suggests that the system responsible for assigning the grammatical roles is sensitive to the distribution of the speaker's attention within the described scene (Myachykov, Pokhoday, Tomlin, 2018, for a recent review). This indicates a regular interplay between attention and syntactic choice, they also exclusively used variants of the visual cueing paradigm (Posner, 1980). As a result, the reported link between attention and syntactic choice cannot be generalised beyond the visual modality. A more ecologically valid proposal needs to take into account a multi-modal nature of attention. Participants (N=72 native Russian speakers (40 Females, M age: 23.1, SD=2.83)) described transitive events (Pokhoday et al 2018) following either (1) auditory, (2) motor or (3)

visual lateral cues to (1) the agent or (2) the patient. Eye-movements and verbal responses were recorded. A within subjects, within-items design was used with Event Orientation and Cue Location manipulated on 2 levels (2x2).

Dependent variable – the proportion of cued referents assignment to the most prominent position in the sentence. Eye movements were recorded with EyeLink 1000+. Analysis – General Estimating Equations (GEE) Binomial Logit Model (SPSS 24) Experiment 1 a main effect of visual cue location: $X^2(1) = 4.15, p=.042$. A main effect of event orientation: $X^2(1) = 3.91, p=.048$. No interaction. Experiment 2 no effect of auditory cue. A main effect of event orientation: $X^2(1) = 5.23, p=.022$. Experiment 3 Main effect of Cue Location: $X^2(1) = 4.04, p=.04$. No effect of Event Orientation: $X^2(1) = 0.1, p=.99$. No interaction. Overall these results as well as our English language experiments suggest an existence of a hierarchy in effects of modality of primes on syntactic choice with an interesting addition that Russian speakers tend to be more affected by event orientation than their English-speaking counterparts.

CROSS-LINGUISTIC INTERPLAY AND BILINGUAL ADVANTAGE IN LATE BILINGUALS

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The mechanisms underlying second language learning remain at the center of research in psychology, linguistics, and neuroscience. On one hand, research continues to illuminate the interplay between the linguistic codes co-existing in a bilingual mind. On the other hand, research has indicated that speaking more than one language leads to potential advantages related to cognitive control, memory, and healthy ageing. However, while a vast majority of bilingual speakers acquire their L2 knowledge later in life, existing research often focuses on studying early/balanced bilinguals. In this presentation, we will discuss our recent behavioural and neurophysiological data, which offer new evidence about the cross-linguistic interplay and cognitive control in late/unbalanced bilinguals. First, we will present the results of an EEG study showing phonological and semantic interplay between L1 and L2 lexicons: By using a masked priming paradigm with L1 (Russian) priming words and L2 (English) targets we demonstrated a joint phonological and semantic overlap

between L1 and L2 lexicons manifested as a modulation of the N400 amplitude as a function of L2 proficiency. Second, we will present the data from a behavioural study using Attention Network Task (ANT), which reveals an overall better conflict resolution with the increase in L2 competence further confirming a regular correspondence between late bilingualism and improvements in cognitive control. Third, we will present results from a preliminary small-scale MRI study, which documents a cortical volume increase in the left hemisphere's language-related areas of L2-learners: By using Voxel-based morphometry (VBM), we registered brain matter increase in two cortical clusters in the left hemisphere (the inferior frontal (BA11) and fusiform (BA20) gyri) suggesting that second language learning may be associated with increased cortical plasticity in the areas associated with cognitive control (orbitofrontal) and visual word form processing (left fusiform gyrus).

PROBLEMS AND METHODS OF PSYCHOPHYSICS

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Abstract body. The symposium includes presentations on 4 main topics. a) Perception of complicated “real life objects” (Zhegallo) and significance of an observer’s own variables in sensory performance: distribution of attention during circular rotations of 3D objects (Losik et al.), personality factors in decision optimality criterion choices in psychophysical tasks (Golubinov), development of subject-oriented psychophysics of sensory tasks (Skotnikova, Gusev, Emelianova, Volkova). b) Clinical studies: perception restoration after brain damage (Elliott), time perception in autism disorders (Sysoeva), contrast sensitivity in schizophrenia (Shoshina), visual discrimination under dental stress (Zabrodina). c) Mathematical modeling and multiple objects perception: Bayesian model of decision making and confidence in sensory tasks (Shendyapin), perception of single and multiple contour orientations (Sawada), theory of stimulus bisection turning in the frame of Inner Psychophysics (Lubashevsky). d) Developmental and Animal Psychophysics: discrimination thresholds and habituation in newborn infants and fetuses (Tristao), fish’s differential chemo sensitivity (Selivanova), body perception in different animal species (Khvatov), reptiles’ visual discrimination (Zhelankin).

Press paragraph. 1. Elliott Mark – Ireland’s psychophysicist and clinical psychologist, studies visual perceptual functions and their cortical (EEG) and neural mechanisms after brain damage, in schizophrenia, autism disorders and psychosis. 2. Losik George – Belarusian psychophysicist and psycho physiologist, develops his teacher’s Professor E.N. Sokolov’s vector theory of visual perception and subjective spaces, works in the fields of informatics and artificial intelligence as well. 3. Sawada Tadamasa – Japanese psychophysicist and mathematical psychologist, studies decision

making, visual perception, in particular of multiple objects, now works at the National Research University “Higher School of Economics”, School of Psychology. 4. Skotnikova Irina, Gusev Alexey – Russian psychologists, at present leaders of a theoretical approach in psychophysics which helps to extend its borders and move from psychophysics of “pure sensations” in “an ideal observer” to psychophysics of a real observer’s performance in sensory tasks. 5. Tristao Rosana – head of a unique Brazilian school of experimental psychophysical investigations in newborn infants and fetuses, studies early mechanisms in sensation and perception, discrimination thresholds and habituation for nociceptive and auditory complex stimuli.

General summary of the Symposium.

Psychophysical studies submitted describe sensory and perceptive phenomena investigations and quantitative estimations using the most precise objective experimental and mathematical modeling methods. They realize classical psychophysical paradigms as well as extended approaches which provide with more close relations to the real life than traditional “pure” laboratory studies. a) 6 works reflect increase of psychophysical investigations of perception of complicated “real life objects” (Zhegallo) and “an observer’s own variables” in sensory and perceptive performance: attention (Losik et al.), volitional dispositions (Emelianova), individual peculiarities: personality traits (Golubinov) and cognitive styles (Volkova). A generalized approach is suggested which unites such studies: subject-oriented psychophysics of sensory tasks (Skotnikova, Gusev). b) 4 applied works have been made in clinics and also introduce psychophysical studies into the real life: perception restoration after brain damage (Elliott), atypical time perception in children with

autism spectrum disorders (Sysoeva), contrast sensitivity in schizophrenia as an indicator of functional state of mango cellular visual system which provides with a psychical state prognosis (Shoshina), an individual degree of stress-resistance (examined in dental patients) as manifested in visual discrimination indices dynamics (Zabrodina, Sorokin). c) 3 works elucidate mathematical modeling and: moving to multidimensional and multiple objects perception (Shendyapin, Skotnikova; Sawada), Inner

Psychophysics ideas based on the Teghtsoonian's hypotheses (Lubashevsky, Namae). d) 4 Developmental and Animal Psychophysical studies describe: discrimination thresholds and habituation in newborn infants and fetuses (Tristao), fish's differential chemo sensitivity (Selivanova), body perception in some animal species (Khvatov, Kharitonov), individual reptiles' decision-making patterns in visual discrimination (Skotnikova, Zhelankin).

DEVELOPMENT OF SUBJECT-ORIENTED PSYCHOPHYSICS OF SENSORY TASKS

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Most psychophysical studies realize the traditional "object-oriented" paradigm: they examine sensory performance in dependence on external factors. As well, a tendency increases to analyze effects of observer's own variables on psychophysical indices obtained (Wackermann, 2014 and references there in). Subject-oriented psychophysics of sensory tasks (Bardin, 1988; Skotnikova, 1991, 2016; Gusev, 2002, 2013) considers these different research directions in the frame of an integrative approach, added to the traditional paradigm: investigation of participant's own individual activity as sensory tasks solving. This activity hierarchical structure includes: a task as it is accepted by an observer, his (her) inter individual peculiarities (cognitive styles, extroversion – introversion, neurotism – emotional stability), intra individual inner states and reflections (activation, effort, confidence – unconfidence), strategies used which are determined by the task and individual features. We found that these factors influence performance in various signal detection and discrimination tasks. The approach mentioned is developing as follows. Mathematical model of decision making is suggested which establishes that observer's confidence depends on a sensory task as his (her) goal given in certain circumstances, and on an individual degree of

caution (Shendyapin, Skotnikova, 2015). The approach is continued regarding animals' behavior. In visual discrimination task reptiles' reflection/impulsivity has been revealed to be an internal mechanism of decision making, as well as their activity: frequent turnings to a way in a labyrinth to be chosen (Skotnikova, Zhelankin, 2018). It corresponds to models of decision making in humans: a certain alternative is chosen in favor of which more evidences have been accumulated. Effects of EEG-activation were found on a successfulness of sensory tasks performance. Resources associated with participant's personality features (extroversion, neuroticism, anxiety, achievement motivation) were found to be determinants of a possibility to attract additional activation for coping with situations of sensory ambiguity (Gusev, 2004, 2016). A significance was revealed: regarding motivational and volitional dispositions for effective strategies selection in loudness discrimination (Emelianova, Gusev, 2016), individual peculiarities for probability prognosis strategies in auditory signal detection (Gusev, Utochkin, 2006) and cognitive styles as inter individual determinants of accuracy and speed of performing in visual/auditory signal detection/discrimination tasks (Volkova, Gusev, 2018). Fulfilled according the State Assignment.

CAN WE USE TIME TO HEAL MINDS AND BRAINS?

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Because information processing depends upon the integrity of the brain as a dynamic system, time may be considered an integral part of information processing. In over 20 years of research into the importance of 'specific timing' for successful information processing, I have made two important findings: first: when perception is impaired due to focalized brain damage, some perceptual function may be restored by using repeating stimulus presentation at very specific presentation frequencies. This appears to encourage a form of short-term brain plasticity, which I interpret as the brain developing a compensatory dynamic system. This is described in detail in Seifert et al., (2010), while Elliott et al., (2015), developing upon this earlier work, show that stimuli flickered at particular frequencies in the blind field of patients with cortical blindness, can restore visual function in previously blind areas of the visual field. The second set of findings lead to the prospect that forms of therapy exploiting stimulus timing may restore more complex

psychological functions. Giersch et al., (2009) and Schmidt et al., (2011), using a paradigm developed by Elliott et al., (2007) have shown that patients with schizophrenia, or who have recently experienced their first psychotic episode, experience a psychological moment that is roughly double the duration of the moment in healthy controls (Elliott & Giersch, 2016) for review. Assuming attentional systems to be relatively unaffected, the environmental event structure experienced by these patients would have become quite unnatural as compared to previous experience, leading to the possibility that this new and unnatural way in which the world appears to be operating will feed back and exacerbate their psychopathology. I will steer discussion towards some possible, and simple means to restore close to normal psychological timing, with the expectation that if successful, this would reduce symptoms in complex disorders such as schizophrenia (see also, Elliott & du Bois, 2017).

COMPARING HUMAN PERFORMANCE MEASURED USING DIFFERENT PSYCHOPHYSICAL METHODS AND TASKS

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Human performance of detection and discrimination tasks in behavioral experiments is traditionally characterized with some descriptive variable such as a threshold or d-prime. In conventional psychophysical methods, the stimuli used in the experiment are points in a one-dimensional space and the responses to these stimuli are represented as a function along the stimulus dimension. The function of the responses is characterized by a few parameters some of which are used as descriptive variables of the human's performance. In this presentation, I describe how the psychophysical method can be generalized to stimuli represented as points in a multi-dimensional perceptual space and how the results of this generalized method should be interpreted. Here, I discuss the perception of the orientation of a single contour and the perception

of a configuration formed by multiple contours (e.g. parallel or perpendicular configurations, Koshmanova & Sawada, 2019). This generalization method is based on the assumption that the contours forming the configurations are perceived individually from one another and that the configurations are perceived as linear combinations of the contours. The perceived orientations of the individual contours are represented as the individual dimensions of a multi-dimensional perceptual space. A function representing the responses to the configuration can be characterized by the orientation threshold to each contour. This assumption allows me to compare the perception of some configuration with the perception of another configuration quantitatively.

DISTRIBUTION OF HUMAN ATTENTION DURING A CIRCULAR ROTATION OF A 3D OBJECT

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Identify the difference between the psychological mechanism of distribution of human attention during a circular rotation of a 3D object and the mechanism of saccadic eye jumps during a planar perception of the 2D video scene. Hypothesis. When you scan the appearance of a 3D object, saccades and fixations of attention stops are originated during the object's rotation. "Downloading" of the object's parameters into the image is performed in fixed interesting places on the object's surface and is not performed in uninteresting sections of the "walk-through courtyards" route. In places of interest attention is delayed, the trajectory makes a maneuver. On the sections of the "walk-through courtyards" the parameters of the object do not enter the image. The special computer system used. The subject saw a 3D object on the display. He could rotate it with the mouse. The trajectory of the perception was recorded in computer. It registered the process of attention distribution. The research showed that circular perception routes are remembered in the brain as neural topological

route figures. They repeat the topology of the external circular perception routes by the subject of this object and are memorized in three-dimensional space of neurons anatomically dispersed in the brain. In this case, the sequence of steps of movement along a route is not remembered, but only the topology of the route is recorded. On the sections of the routes in their individual places are formed anchor points. On the section from one reference point to the next, during the perception, the movement of the same command neuron (E.N. Sokolov). How many types of command neurons are formed subjects, respectively, so many types of various maneuvers a subject can make on the route. A subject cannot build a maneuver under control of several command neurons simultaneously during a circular perception of an object. Recent studies of the human visual cortex using microscale functionally magnetic core tomography have shown that storing video frames in neural structures is also possible by topological principle.

DISCRIMINATION THRESHOLD AND HABITUATION IN NEWBORN INFANTS AND FOETUSES FOR NOCICEPTIVE AND AUDITORY COMPLEX STIMULI

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One big challenge for the psychophysics area is to understand the early origin of complex stimuli perception as music and nociception. Music perception on foetuses has been described in habituation, categorical perception, sound preferences and recall tests. Nociception has been described in habituation tests in convenience studies of infants' response to painful procedures. I'll present two sets of data using habituation paradigm comparing complex information processing by foetuses, premature and term newborns by physiological and behavioural response. The first study investigated the temporal dimension of rhythm and source of music in foetuses of 41 pregnant women (mean 34.7 ± 2.4 gestational weeks) evaluating: heart rate (HR) and movement and body organization observed during ultrasound exams in response to folkloric lullaby sung by: 1. adult male voice in slow pace (Adagio); 2. adult male voice at fast pace (Allegro); and 3. mothers' voice in slow pace (Adagio). The second study investigated 13 dyads mothers-newborns, premature and term (38.2 ± 2.2 gestational weeks), and their reaction to four repetitive nociceptive stimuli through COMFORT behavior pain scale, HR and including

salivary cortisol levels testing maternal-infant stress effect. In the first study the dimensions movement and body organization were sensitive to the change between the first and last two stages indicating perception of sound source. "Movement" was sensitive when changed between the first and second stage. HR varied significantly between paces and decreased to baseline to maternal song. In the second study, the data revealed a varied pattern of behavioural response and 46.2% infants habituated to nociceptive stimulation, 38.5% showed sensitization and 7.2% didn't change across trials. Cortisol and HR reaction to nociceptive stimuli decreased along trials, though maternal stress predicted infant baseline and shaped post heel lance cortisol and behavioural profile ($R = .69$, $p = .010$). Foetuses showed discrimination to music paces and habituation to maternal voice. Prematures modulated their response to painful procedures in the first day of life, but it seems to suffer the effect of maternal stress level. We conclude that foetuses both in and out womb as at term infants were able to show behavioural and physiological habituation response to complex stimuli.

RESEARCH AND IMPACT: THE PSYCHOLOGY OF HEALTH AND HEALTHCARE

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Abstract body. Psychology can contribute to the Sustainable Development Goals (SDGs) of the United Nations. Efforts to reach SDGs, need to take account the psychology of patients, the public and those working within the health and social care systems. Patients and the public do not always behave in a health protective fashion and health care workers do not always adhere to best practice. Psychological studies help to explain the cognitive, emotional, interpersonal, social and cultural factors that shape behaviours. Crucially, understanding these determinants of practice can also lead to improvements in behaviour. The balance between practice and research in health psychology varies between countries, and even between universities within a country. The pressures for health psychologists to produce robust research to answer scientifically driven questions can oppose the drive for practice improvements. This symposium will present research into health worker behaviour, discussing the balance between research and practice.

Press paragraph. In order to realise the UN's ambitious Sustainable Development Goals (SDG), we need to understand and act on the psychology of patients, the public and those working in health and social care systems. This symposium presents four projects in which psychologists are working in low- or middle-income country settings to evaluate, drive and understand behaviour change for health improvement. The health issues covered are self-harm, hand-washing in young children, infection prevention and control practices in healthcare workers and patient safety behaviours in

anaesthetic practitioners. The speakers and audience will discuss the benefits and challenges of working cross-culturally, in low-resource settings and in partnerships with organisations whose role it is to improve health outcomes. The speakers are Dr Jo Hart, a Reader in Health Professional Education and Health Psychologist from University of Manchester, UK; Dr Jason Bantjes, Senior Lecturer from Stellenbosch University, South Africa; Dr Jennifer Inauen, Assistant Professor of Health Psychology, University of Bern, Switzerland, Dr Lucie Byrne-Davis, Senior Lecturer and Health Psychologist, University of Manchester, UK and discussant, Professor Daryl O'Connor, Professor of Psychology, University of Leeds, UK.

General summary of the Symposium. There are a number of theoretical frameworks for the study of human behaviour and some of these have been applied to the study of patients, public and health worker behaviours. These studies have used qualitative, quantitative and mixed methodologies and vary in whether they take a co-development / participatory research approach or not. This symposium will explore 1) how health psychology can and is having impact on the study and practice of behaviour change for improved health; 2) the benefits and challenges of psychologists working across geographical boundaries; 3) the balance between research and practice in working in health psychology. We will present four studies of health behaviours, in four distinct clinical areas: health workers and emergency treatment of self-harm, hand-washing in young children, health workers' infection prevention and control behaviours in

suspected viral haemorrhagic fever and the behaviours of anaesthesia providers. This work was conducted by and with people in high, middle and low-income countries: Zimbabwe, South Africa, Sierra Leone, Tanzania, Bangladesh and Nepal. The studies will introduce a range of methods: qualitative, quantitative and mixed and a range of analytic techniques: inductive thematic

analysis, mediation analysis and framework analysis. The discussant will lead the presenters and audience in a discussion of the key questions about how to maximise the impact of psychology in these contexts, whilst maintaining the balance between research and practice, and the ethics of inter-country projects.

EXPLORING THE IMPLEMENTATION OF SAFE ANAESTHESIA PRACTICES IN TANZANIA, ZIMBABWE, NEPAL AND BANGLADESH USING A BEHAVIOURAL FRAMEWORK

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The Safer Anaesthesia from Education (SAFE) project is an initiative of the Association of Anaesthetists of Great Britain and Ireland with the World Federation of Societies of Anaesthesiologists, supporting anaesthesia providers to deliver competent anaesthesia. Funded by Laerdal Foundation, a 3-day obstetric SAFE training intervention was delivered in Tanzania, Nepal, Bangladesh and Zimbabwe, by anaesthesia providers from across the world. Health psychologists partnered with the SAFE team, and explored the behaviours, behavioural determinants and behaviour change techniques related to competent anaesthesia practice. 361 participants (30% doctors, 70% allied health professionals) received the SAFE intervention in Tanzania (n=135), Bangladesh (n=115), Zimbabwe (n=56) or Nepal (n=54). Courses in Tanzania were observed and coded for behaviours targeted and behaviour change techniques (BCT) used (according to the BCT Taxonomy v1). Participants were assessed on day one, after day three and at 6-month follow up, on knowledge and skills, self-reported expectation of performing key behaviours and other psychological determinants of key

behaviours. A convenience sample of participants were interviewed and observed in practice at follow up. More than 200 behaviours were targeted in the intervention and 36 behaviour change techniques observed, from a variety of domains of techniques, targeting capability, opportunity and motivation. Collaborators specified 20 core behaviours. Knowledge and skills rose from pre to post course and remained high at follow-up. Self-reported behavioural expectations were high pre-course (median expectation of above 50% for all behaviours) and were significantly higher post-course for 5 of the 20 behaviours. Participants reported many barriers and facilitators of practice change, including capability, opportunity and motivation. The SAFE intervention improved knowledge, skills, and some determinants of behaviour change pre to post course, with maintenance at 6-month follow up. Behavioural input enabled specification and measurement of behaviours and behavioural determinants, observations of BCTs and exploration of barriers and facilitators to implementation and feedback to the trainers to focus the course.

WHAT THE EXPERIENCE OF PROVIDING EMERGENCY CARE FOR SELF-HARM PATIENTS TELLS US ABOUT SUICIDE PREVENTION IN SOUTH AFRICA

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Annemi Nel

Kerry-Ann Louw

Stellenbosch University (Stellenbosch, South Africa)

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The practices and actions of health care workers play an important role in improving patient outcomes. Yet health care workers do not always behave rationally or adhere to best practice, particularly when working in contexts which are emotionally provocative, such as caring for self-harm patients. The aim of this qualitative study was to document the experiences of health professionals tasked with providing emergency medical and psychiatric care to self-harm patients in the emergency room (ER) of a South African hospital. An inductive data driven process was employed to identify factors which may hamper adherence to best practice guidelines in suicide prevention. Data were collected via semi-structured interviews with 29 medical staff, and analysed using thematic analysis. Participants described their work as challenging and anxiety provoking. Factors identified as contributing to

these challenges include: resource constraints; lack of access to community-based psychosocial care; perception that suicide risk and intent cannot be assessed accurately; belief that self-harm patients do not provide reliable accounts of themselves; and a perception that medical professionals are legally responsible for preventing suicide. Participants employ a number of strategies to contain their anxiety, including: avoiding asking patients about current suicidal intention; rigidly over-relying on protocols and psychometric instruments; and shifting responsibility for patient care to psychiatry. Participants perceptions and the strategies they employ to contain their anxiety seem to work against adherence to evidence-based best practice guidelines and the provision of integrated, collaborative and person-centred care for self-harm patients.

UNDERSTANDING HEALTH CARE WORKERS' EXPERIENCES OF AN EBOLA OUTBREAK AND ATTITUDES TO INFECTION PREVENTION CONTROL IN SIERRA LEONE

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Rosalind Thompson

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Massanga Hospital (Massanga, Sierra Leone)

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The Ebola outbreak in West Africa 2014-2016 was an unprecedented public health challenge. Many patients and healthcare workers contracted the highly infectious disease. Fragile health systems contributed to the scale of the epidemic and lack of adequate training in infection prevention control (IPC) was a key issue. In the Tonkilili district, 14,124 cases were reported and 3,590 lives lost. A team from the UK (Plymouth University) developed distributed simulation for immersive training using tablet devices; which was delivered to healthcare workers in the Tonkilili District in 2016. Following this training, we wanted to understand more about the health care workers experiences of the outbreak and their attitudes towards infection prevention control. We conducted 7 focus groups with 31 healthcare professionals in the Tonkilili district, about 6 months after training. The interviews were semi- structured, mixture of English, Krio and translated in situ. We carried out inductive thematic analysis and deductive framework analysis (based on the COM- B system, Michie et al 2013) There were four inductive themes: 1) Knowledge is power – and

we have knowledge; 2) Mortal men are hard to control – but strong clinical leaders can influence whole communities, 3) Agonising decisions – Ebola risk wanes and other priorities threaten IPC, 4) Now Ebola is over – the challenge of maintaining behaviours in resource-poor healthcare system. The framework analysis shows four distinct phases of the outbreak with differing levels of capability, opportunity and motivation at each: a. the outbreak begins – confusion; b. uncontrolled spread – mistrust and anger c. epidemic controlled – behaviour changes and d. post-outbreak phase – resilience or complacency? Health care workers were confident of their ability to resist a further outbreak because of the knowledge and skills they now have. They described complex decision making in prioritising preventive behaviours – balancing cultural and social acceptability with perceived risk of disease. Changes in capability, opportunity and motivation over the timeline of the outbreak can enhance understanding of the experience and potentially contribute to future interventions.

REFINING HEALTH BEHAVIOR CHANGE INTERVENTIONS BY IDENTIFYING ACTIVE INGREDIENTS: A CLUSTER-RANDOMIZED CONTROLLED HAND WASHING TRIAL IN RURAL ZIMBABWE

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Jonathan Llijje

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Eawag (Zurich, Switzerland)

Diarrheal disease is a major cause of mortality in young children globally. Consistent hand washing with soap can reduce the risk of diarrhea, but changing hand-washing behavior is difficult. Systematic behavior change approaches promise to enhance hand washing with soap effectively, and allow refining behavior change interventions by identifying their active ingredients. We demonstrate this at the example of a behavior change intervention to promote hand washing with soap based on the RANAS approach (risk, attitudes, norms, ability, and self-regulation). Sixteen wards of Masvingo province in Zimbabwe were randomly allocated to the RANAS-based intervention or a wait-list control group. Hand washing at baseline and follow-up was observed for 224 randomly selected caregivers of young children. They additionally participated in quantitative face-to-face interviews assessing the social-cognitive factors of the RANAS model. Intervention effects on observed hand washing with soap were analyzed using generalized estimating equations

accounting for the nested structure of the data. Mediation analyses were conducted to identify the social-cognitive mechanisms and active ingredients of the intervention. At baseline, hand washing with soap was <3% on average, and did not differ between groups ($p=0.526$). At follow-up, intervention participants' odds to wash hands with soap were 6.6 higher than controls ($B=1.88$, $SE=0.32$, $p<.001$). Mediation analyses revealed that the intervention enhanced several of the targeted social-cognitive factors; return, descriptive and injunctive norms, action knowledge, action self-efficacy, maintenance self-efficacy, action planning, and remembering. The intervention effect was mediated through increased remembering. This study supports the efficacy of a systematic, theory-based approach to behavior change to promote hand washing with soap. The analyses of the mechanisms revealed important insights into the active ingredients of the intervention, which will facilitate its refinement.

ENHANCING RESILIENCE IN CHILDREN AND ADOLESCENTS: FOCUSING BASIC NEEDS AND RESOURCES FOR PREVENTION AND INTERVENTION. EFPA-EVENT

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Lomonosov Moscow State University (Moscow, Russia)

Abstract body. Given the tremendous challenges of increasing numbers of behavioral and mental disorders in children and youth and its associated costs and psychosocial problems for the society, it is crucial to investigate possible prevention and intervention programs which help to reduce problematic development and vulnerability to mental and behavioral problems at an early stage of life. The current symposium aims at evaluating possible strategies and effects of educational and psychological programs in Europe. Research on positive attitudes and emotions line out favorable effects of interventions which aim to enhance e.g. empathy and well-being. In addition, evaluations of interventions targeting pro social behavior show sustainable effects on self-efficacy and resilience.

Press paragraph. It is becoming increasingly accepted that considering individual needs, strengths and resources must reorient the deficit-focused approach of prevention and interventions. Research on positive attitudes and emotions suggest that mindfulness-based interventions enhance positive qualities such as empathy and well-being. In addition, evaluations of interventions targeting pro-social behavior show sustainable effects on self-efficacy and resilience. The symposium addresses the following problems and questions: (1) What are important determinants of positive interventions? (2) What is the role of optimistic thinking in

depression prevention and how it could be taught? (3) Is it more important to teach children how to explain negative life events or positive events? The presenters and their topics: (1) Christoph Steinebach (Organizer and presenter), Alvaro Langer, Volker Schulte & Larisa Zotova: Mindful peers: Mindfulness-based and peer-related interventions in positive environments. (2) Marcel Schär & Imke Knafka: Positive Body Image: An Important Factor of Wellbeing in Adolescence. (3) Daria A. Bukhalenkova: Features of self-determination and notions of success in adolescence. (4) Tamara O. Gordeeva & Oleg A. Sychev: Linking Optimistic Thinking to Well-Being and Academic Achievement: Explaining Positive Events Matter Most. (5) Agnes von Wyl & Filomena Sabatella: "Inclusive": Group counseling for emerging adults in transition. Discussant: Aleksander Veraksa.

General summary of the Symposium. In our symposium we discuss different core variables for sustainable prevention and intervention to enhance resilience and optimistic thinking in childhood and youth. Accordingly, the different presentations focus on mindfulness-based and peer-related interventions in positive environments, on positive body image, features of self-determination, optimistic thinking and social inclusion. With this features for possible interventions to enhance resilience and well-being in childhood and youth are lined out.

MINDFUL PEERS: MINDFULNESS-BASED AND PEER-RELATED INTERVENTIONS IN POSITIVE ENVIRONMENTS

Christoph Steinebach

ZHAW Zurich University of Applied Sciences (Zurich, Germany)

Alvaro Langer

Universidad Austral de Chile (Valdivia, Chile)

Volker Schulte

Institute of Management, University of Applied Sciences Northwestern Switzerland (Windisch, Switzerland)

Larisa Zotova

Moscow Region State University (Moscow, Russia)

How do we promote the willingness of children and adolescents to participate actively, constructively and sustainably in a mental health program? Children and young people are most likely to get involved in projects that address their basic needs. According to the self-determination theory of Ryan and Deci (2000), belonging, autonomy and competence experience are basic human needs. The Circle of Courage (about Brendtro & Larson, 2006) adds a fourth to these three basic needs: generosity. As research shows, increasing generosity leads to an increase in self-efficacy and resilience (Steinebach et al., 2018). It is often complained that their peers are more of a burden than support and assistance in coping with the tasks ahead. Mindfulness based and/or peer-related interventions want to use the strengths of children and adolescents. The willingness to help is addressed and through promoting mindfulness and compassion the experience of being able to help others, self-image and self-esteem are positively developed

and stabilized. Generosity or helpfulness are seen as strengths of character that help to accomplish developmental tasks and promote happiness and well-being. In various surveys (adults, N=236) and evaluations (adolescents, N=483) we investigated the role of mindfulness and peer support in the development of resilience. According to the bio-psycho-social model, different levels were taken into account: in addition to the individual level, also the level of the school class and the school as an organization.

Questions about mindful leadership in schools were also addressed. The results confirm the conditional model and refer to the complex relationships between individual change, the different aspects of social relations in school classes and a comprehensive development of school culture. They also point to the importance of leadership in schools that promotes and exemplifies a culture of mindfulness and mutual support.

POSITIVE BODY IMAGE: AN IMPORTANT FACTOR OF WELLBEING IN ADOLESCENCE

Christoph Steinebach

Marcel Schär

Imke Knafla

ZHAW Zurich University of Applied Sciences (Zurich, Germany)

The aim of the present study was to investigate positive body image during adolescence. Even though the focus of the research in the past 15 years was the body image of girls, recent findings show that also boys have more and more trouble to establish a positive body image. We conducted two studies: The first with 371 and the second with 652 Swiss girls and boys at age between 13-16 years. The data were analysed thematically (e.g. body image, motivation, social background, basic need, psychological wellbeing). The results showed that the boys have in general a more positive body image as the girls. But we find also some other interesting gender differences. For example, in the first study we found that 60% of the girls would like to be thinner and were at least

once on a diet. The boys are mostly satisfied with her weight, but a big amount of the boys would like to have more muscles (77%), but only 54% do something to reach that (going to the gym,...). Further thematic analysis revealed that the adolescents with a positive body image were more critical against current ideals, describing them as unnatural and unrealistic. Girls and boys with a low positive body image at the other side, believe that a better/nicer body would lead to more friends, success and to a happier life. Furthermore, a positive body image correlate with a higher psychological well-being. These results may be helpful to adapt preventions programs to strength the positive body image for girls and boys.

FEATURES OF SELF-DETERMINATION AND NOTIONS OF SUCCESS IN ADOLESCENCE

Daria A. Bukhalenkova

Lomonosov Moscow State University (Moscow, Russia)

The purpose of this study was to analyze the connection between teenager notions of success and the specific features of their self-determination, which is expressed in self-esteem, the feeling of their life meaningfulness and future time perspective. The study involved 500 teenagers aged 15-17 years ($M = 16.1$), who are 10th and 11th grade students at Moscow's secondary schools and gymnasiums (41.8% are boys). Modern adolescents are more likely to find successful people mostly from their surroundings (relatives and teachers) or well-

known figures in the spheres of business and media. We found three different models of the teen's notions of success («social recognition and achievement», «self-development and self-actualization" and « the implementation of external social demands») and their connection with teen's self-confident, esteem of successfulness and feeling of their life control and meaningfulness. Teachers can correct teenagers self-esteem and help them in building their future life plans by discussing the success.

LINKING OPTIMISTIC THINKING TO WELL-BEING AND ACADEMIC ACHIEVEMENT: EXPLAINING POSITIVE EVENTS MATTER MOST

Tamara Gordeeva

Lomonosov Moscow State University (Moscow, Russia)

Oleg Sychev

Shukshin Altai State Humanities Pedagogical University (Biysk, Russia)

From the beginning the research on optimistic thinking and, in particular, optimistic attributional style has focused primarily on the relations of attributional style for negative events with depression (Peterson et al., 1985; Sweeney et al., 1986; Hu et al., 2015). Less research has focused on the relationship between optimistic attributional style and well-being, as well as attributional style and academic achievement. Also, the extant research has concentrated on optimism following negative events rather than optimism following positive events, and has yielded a rather mixed results (Houston, 2006, Gordeeva & Osin, 2011). Via both a meta-analysis and two new studies, we examined the relationship between optimistic attributional style for positive and negative events, academic performance and well-being in different categories of students. In the meta-analysis, focused on optimistic thinking and academic achievement, dispositions to make optimistic attributions for positive events (i.e., stable and global) were more strongly related to academic achievement ($d = 0.21$, $k = 30$, $N = 6351$) than

dispositions to make optimistic attributions (i.e., unstable and local) regarding negative events ($d = 0.11$, $k = 66$, $N = 11023$). Academic level (primary school, secondary school, university students) moderated the associations, with the effect of positive thinking on academic achievement was more pronounced for children and adolescents. Two new studies with primary and secondary schoolchildren were designed to address remaining questions. In both studies the results of structural equation modeling indicated a positive relationship between optimistic attributional style for positive events in achievement situations and academic performance (GPA), including boosted achievement and well-being over time. It is concluded that optimism in the explanation of positive events is an important psychological variable that has been undeservedly forgotten. Practical interventions for the development of optimistic thinking that promote resilience, well-being, and academic achievement in children and adolescents will be discussed.

“INCLUSIVE”: GROUP COUNSELING FOR EMERGING ADULTS IN TRANSITION

Christoph Steinebach

Agnes von Wyl

Filomena Sabatella

*ZHAW Zurich University of Applied Sciences (Zurich,
Germany)*

In Switzerland, nearly one out of six persons (16%) has no occupational solution after completing compulsory education. Various transitional options and interim solutions are nowadays available to the young people who are in transition and seeking an apprenticeship. A lot of them suffer from mental disorders (Sabatella & von Wyl, 2014). Usually, the transition options focus on academics and social deficits without offering psychotherapeutic services. However, early intervention is important, as studies have shown that the course of a mental disorder can be positively influenced if the disorder is treated early and immediately (Stein et al., 2003). To enable an early intervention in a non-clinical setting, we started a group psychotherapy program in a transitional option for unemployed people in the agglomeration of Zurich. To underline the low-threshold character we call it group counseling instead of group psychotherapy. Over the next 1 ½ year 60 young

people will participate in the program and thus in the intervention. The group size for the group counseling is limited to 8 participants. The program consists of three elements. Based on the concept of Positive Peer Culture (PPC) the focus is set on building resources like self-efficacy, self-worth, and social competence. In addition, the program includes an element of psychoeducation to sensitize and raise awareness on mental disorders. The third element entails mindfulness and relaxation exercises. Using selected indicators, resulting changes will be measured at three measurement time points (entering the program, leaving the program, 6 months after leaving the program). We will present first results of the outcome of those participants who finished the program. Discussion and recommendations will focus on implications for early intervention in emerging adulthood. The research project is funded by the Foundation Gebert Rűf under its BREF program.

THE IMPACT OF VICTIMIZATION, TRAUMA AND EXCLUSION FOR SEXUALLY AND GENDER DIVERSE PEOPLE: A HUMAN RIGHTS IMPERATIVE

Sharon Horne

University of Massachusetts (Boston, USA)

Maria Sabunaeva

Russian LGBT Network (Moscow, Russia)

Roy Gillis

University of Toronto (Toronto, Canada)

Joachim Ntetmen

Alternatives-Cameroon (Yoande, Cameroon)

Juan Nel

University of South Africa (Gauteng, South Africa)

Abstract body. This symposium will cover four contributions on Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) concerns focusing on the marginalization of sexual and gender minorities through anti-LGBTI policies and services, as well as the impact of victimization and hate crimes on the development of trauma and mental health risks among LGBTI people. Presentations from Russia, Canada, Cameroon and South Africa highlight the impact of anti-LGBT legislation, including non-affirming mental health care professionals, pervasive stigma and bias directed toward LGBT people as well as violence and hate crimes, limitations on the creation of families, and lack of attention to the safety and well-being of LGBT people in society.

Press paragraph. This symposium will cover four contributions on Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) concerns focusing on the marginalization of sexual and gender minorities through anti-LGBTI policies and services, as well as the impact of victimization and hate crimes on the development of trauma and mental health risks among LGBTI people. Chair: Sharon G. Horne, Ph.D., USA First Presentation: Maria Sabunaeva, PhD in Psychology, Head of Psychological Service, Russian LGBT Network, LGBT group "Coming out", Russia Olga Razmakhova, Director, "Psychology for Human Rights" Movement, Russia Second Presentation: Joseph Roy Gillis, Ph.D., Department of Applied Psychology & Human Development, University of Toronto,

Toronto, Canada & Sarah E. Wooten, Ph.D., Department of Applied Psychology & Human Development, University of Toronto, Toronto, Canada Third Presentation: Joachim NTETMEN, Director of Programs, Alternatives-Cameroon Fourth Presentation: Name: Juan A Nel DLitt et Phil, University of South Africa, Gauteng, South Africa & Hanlie van Wyk, University of South Africa, Gauteng, South Africa/Habits at Work, Chicago, Illinois, United States Discussant: Polli Hagenaars, European Board of Human Rights & Psychology

General summary of the Symposium. This symposium will cover four contributions on Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) concerns focusing on the marginalization of sexual and gender minorities through anti-LGBTI policies and services, as well as the impact of victimization and hate crimes on the development of trauma and mental health risks among LGBTI people. The first presentation documents the challenges faced by Russian LGBT people due to the impact of anti-LGBT legislation, including non-affirming mental health care professionals, pervasive stigma and bias directed toward LGBT people as well as violence, and lack of attention to the safety and well-being of LGBT people in society. The second presentation explores the experience of anti-LGBT trauma and discrimination among 168 LGBT individuals in Canada and the U.S., finding that problem-focused coping, lower overall distress and emotional support were significant

partial mediators between the salience of an anti-LGBT event and well-being. The third presentation explores the psychosocial context for LGBT people in Cameroon who desire to become parents in a country where same-sex behavior is criminalized. In this study, desire to become parents was investigated in relationship to social and political barriers among a sample of 13 gay men and 9 lesbian women. Finally, the fourth presentation focuses on the patterns of crimes and other incidents, collectively referred to as 'hate incidents' in South Africa targeting sexually and gender diverse people. They describe the impact of these incidents on psychological health and the role the Psychological Society of South Africa has applied the science and practice of Psychology towards shaping public discourse and policy nationally and regionally to address hate crimes. The symposium will end with a dialogue on these themes in three different regions of the world. Chair: Sharon G. Horne, Ph.D. Counseling Psychology University of Massachusetts Boston Wheatley Hall 2-162 100 Morrissey Blvd Boston, MA, 02125 Sharon.Horne@umb.edu 617 287-7495 This is our abstract, it's number is 943 on the ECP online platform: Problematic Issues of Providing Psychological Help to LGBT People in Russia Maria Sabunaeva, PhD in Psychology, Head of Psychological Service, Russian LGBT Network, LGBT group "Coming out", Russia Olga Razmakhova, Director, "Psychology for Human Rights" Movement, Russia Socio-political situation in Russia has a great influence on mental state of LGBT people. Statistical data shows (n=120) a high level of fear among LGBT people towards turning to psychological and psychotherapeutic help by specialists outside LGBT organizations due to the risk of facing homophobia, biphobia and transphobia. The law prohibiting the "advocacy of non-traditional sexual relationships", as well as information concerning prosecution and murders of homosexuals in Chechnya and refusal of initiation of critical cases against hate crimes, – all these issues have a tremendous effect on LGBT people (which is confirmed by high levels of anxiety, depressive states, suicidal behaviors: St.-Petersburg, Moscow n=80; other Russian regions n=40; Spielberger-Khanin Anxiety Scale, Beck Anxiety Inventory, Beck Depression

Inventory). The most significant factors which were distinguished by complex research (statistical data is going to be presented within the project proposal): 1. Homophobia and transphobia of specialists, psychologists who are not qualified to work with LGBT clients. It can be a conscious personal attitude of specialists or can be caused by lack of information. The students are often forbidden to conduct research on sexual orientation and gender identity. Clients who have encountered discrimination by specialists don't have a practical possibility to file a complaint towards these psychologists. One of the problems in Russia is the absence of laws which would ensure ethical aspects of psychological help. 2. Insecurity and exposure of organizations and groups of specialists who provide educational services in the sphere of working with LGBT people. In 2018 in Moscow the 5th Annual Family Conference LGBT "Family and Partnership Values. Ethics and Politics" had to be cancelled due to incoming threats and refusal of the venue owners to host the event. In 2017 two participants of that conference were attacked after leaving the building. 3. Difficulties and lack of possibilities to include LGBT-related topics into official public educational programs. Impossibility and difficulties of defending theses and high-quality scientific papers on LGBT topics in psychology. As a result, secondary traumatization of LGBT clients by specialists occurs, which we consider to be a crucial yet invisible problem of professional community. Title: Correlates of Well-Being Following Anti-LGBT Trauma or Discrimination Authors: (1) Joseph Roy Gillis, Ph.D., Department of Applied Psychology & Human Development, University of Toronto, Toronto, Canada (2) Sarah E. Wootten, Ph.D., Department of Applied Psychology & Human Development, University of Toronto, Toronto, Canada Background: Lesbian, gay, bisexual, and transgender (LGBT) individuals continue to experience anti-LGBT trauma and discrimination. However, relatively little is known about the well-being of these individuals despite experiencing anti-LGBT events. Using multiple regression and mediation analyses, this study assessed the correlates and mediators of the following positive psychology character strengths, including coping styles, authenticity of LGBT identity, level of belonging to the LGBT

community, perceived levels of available emotional social support, the degree of centrality of an anti-LGBT event to identity, and disclosure and concealment of sexual orientation or gender identity to determine levels of overall well-being. Methods: This study measured the severity of the anti-LGBT event and overall distress. Participants, recruited online in both Canada and the United States, included 168 LGBT-identified individuals who reported having experienced anti-LGBT trauma or discrimination based on their sexual orientation and/or gender identity. Findings: Problem-focused coping and emotional support were positive correlates of well-being. Avoidant coping, distress, and centrality were negative correlates of well-being. Further, higher levels of problem-focused coping, lower levels of overall distress, and higher levels of perceived availability of emotional support were all found to be significant partial mediators of the relationship between the centrality of the anti-LGBT event to identity and overall well-being. Discussion: These findings suggest that by helping individuals (1) gain a greater sense of control over their lives, (2) reconceptualise the anti-LGBT event as less central to their narrative, and (3) create meaning, that mental health providers may help to increase overall well-being of LGBT individuals following anti-LGBT events. Joachim NTETMEN, Director of Programs, Alternatives-Cameroun 2178 Boulevard de la Liberté +237 699943595 Abstract : Child Wish: Finding out how to help LGBTI people in Cameroun having children As an organization defending LGBTI rights in Cameroon where same-sex behavior is criminalized, Alternatives-Cameroun have launched since 2016 a program designed to analyze and fulfill the needs of LGBTI who want to have children. The first step was a community-based study conducted in 2017 which shows that more than 80% of LGBTI want to have children and out of them, more than 80% want to have them through sexual intercourse with opposite sex. This implies and other step in the program: analyzing how they would choose their mate to have children and under which conditions would they accept to have children with the chosen mate. Methods We conducted an interview using a form where we filled information related to criteria given by participants in order to have children. We

collected 22 interviews from 13 gay men and 9 lesbians. Findings Gay men would want to have children with ladies who are: preferably bisexual, beautiful, clean, full of integrity, respectful and financially stable. Lesbians on their side, would want to have children with a man who is physically attractive, tall, older, financially able and ready to care for children, and yet not involved enough in the relationship with children to claim the children as theirs. This is to make sure children would belong to them ladies. Conclusion The process of having children in such a homophobic context is still complex and risky. There are still no facility to help those gay and lesbians having children. They would need psychosocial help and technical assistance. That is the next step we are looking for. By the way, we would try to help them find, contact and negotiate with, their ideal mate in order to have children. Nothing is sure if the "requesters" would find in the community someone who accept their conditions. Name: Juan A Nel Highest degree: DLitt et Phil Professional stage: Mid-Career Professional Email address: nelja@unisa.ac.za Membership status: Non-Member Mailing address: PO Box 511 GROENKLOOF 0027

South Africa Phone: +27(0)83 282 0791; +27(0)12 341 4181 Institution, city, state: University of South Africa, Gauteng, South Africa Hanlie van Wyk Highest Degree: Masters (Psychology) Professional stage: Post Graduate Student E-mail address: hanlievanwyk@icloud.com Membership status: APA Member Mailing address: 1300 N Astor Street, Unit 26c, Chicago IL 60610 Phone numbers: + 1 312 678 5107 Institution/company: University of South Africa, Gauteng, South Africa/Habits at Work, Chicago, Illinois, United States Intervening in Hate Victimisation of the Sexually and Gender Diverse: The (South) African Experience Arguably a reflection of general attitudes, Africa is by far the continent with the most severe laws against sexual and gender non-conforming persons and communities. Recent developments suggest that, instead of abating, negative attitudes in some African countries, in fact, may be intensifying. A great deal of evidence points to this stigmatisation leading to deep-seated and widespread prejudice, discrimination and anti-homosexual harassment and violence,

both state-sanctioned and extrajudicial. In stark contrast to the rest of Africa, South Africa has a progressive constitutional and legal framework for the protection of the rights of minorities. Regardless of these legal protections, South Africa is observing on-going patterns of crimes and other incidents, collectively referred to as 'hate incidents' – specifically targeting people on the basis of, among others, their sexual orientation and gender identity. Such incidents (i.e., hate crimes, hate speech and intentional unfair discrimination) undermine social cohesion on a societal and community level and have been shown to have an especially traumatic impact on victims. Considering the indisputable linkages between human rights, and health and well-being, Psychology – in serving humanity, has a greater role to play in moving (South) African societies to where they ought to or could be. In so-doing, Psychology not only has the power, but

also the responsibility to actively challenge prevailing conditions of injustice and inequality. This includes counteracting systems of exclusion and violent othering, shaped by a colonial and apartheid past, on the basis of, among others, sexuality and gender, race, and socio-economic status. This presentation will outline how the Psychological Society of South Africa (a.k.a. 'PsySSA') as a Learned Society, has applied the science and practice of Psychology in a variety of ways towards shaping public discourse and policy nationally and regionally to address hate crimes, in general, and the violent othering of those whose sexualities and/or genders challenge heteronormative and patriarchal power arrangements. The presentation concludes by proposing a collaborative and transnational approach to further strengthen and contribute to the safety and wellbeing of sexually and gender diverse populations globally.

PROBLEMATIC ISSUES OF PROVIDING PSYCHOLOGICAL HELP TO LGBT PEOPLE IN RUSSIA

Maria Sabunaeva

Russian LGBT Network (Moscow, Russia)

Olga Razmakhova

"Psychology for Human Rights" Movement (Moscow, Russia)

Socio-political situation in Russia has a great influence on mental state of LGBT people. Statistical data shows (n=120) a high level of fear among LGBT people towards turning to psychological and psychotherapeutic help by specialists outside LGBT organizations due to the risk of facing homophobia, biphobia and transphobia. The law prohibiting the "advocacy of non-traditional sexual relationships", as well as information concerning prosecution and murders of homosexuals in Chechnya and refusal of initiation of critical cases against hate crimes, – all these issues have a tremendous effect on LGBT people (which is confirmed by high levels of anxiety, depressive states, suicidal behaviors: St.-Petersburg, Moscow n=80; other Russian regions n=40; Spielberger-Khanin Anxiety Scale, Beck Anxiety Inventory, Beck Depression Inventory). The most significant factors which were distinguished by complex research (statistical data is going to be presented within the project proposal): 1. Homophobia and transphobia of specialists, psychologists who are not qualified to work with LGBT clients. It can be a conscious personal attitude of specialists or can be caused by lack of information. The

students are often forbidden to conduct research on sexual orientation and gender identity. Clients who have encountered discrimination by specialists don't have a practical possibility to file a complaint towards these psychologists. One of the problems in Russia is the absence of laws which would ensure ethical aspects of psychological help. 2. Insecurity and exposure of organizations and groups of specialists who provide educational services in the sphere of working with LGBT people. In 2018 in Moscow the 5th Annual Family Conference LGBT "Family and Partnership Values. Ethics and Politics" had to be cancelled due to incoming threats and refusal of the venue owners to host the event. In 2017 two participants of that conference were attacked after leaving the building. 3. Difficulties and lack of possibilities to include LGBT-related topics into official public educational programs. Impossibility and difficulties of defending theses and high-quality scientific papers on LGBT topics in psychology. As a result, secondary traumatization of LGBT clients by specialists occurs, which we consider to be a crucial yet invisible problem of professional community.

CORRELATES OF WELL-BEING FOLLOWING ANTI-LGBT TRAUMA OR DISCRIMINATION

Joseph Gillis

Sarah Wootten

University of Toronto (Toronto, Canada)

Lesbian, gay, bisexual, and transgender (LGBT) individuals continue to experience anti-LGBT trauma and discrimination. However, relatively little is known about the well-being of these individuals despite experiencing anti-LGBT events. Using multiple regression and mediation analyses, this study assessed the correlates and mediators of the following positive psychology character strengths, including coping styles, authenticity of LGBT identity, level of belonging to the LGBT community, perceived levels of available emotional social support, the degree of centrality of an anti-LGBT event to identity, and disclosure and concealment of sexual orientation or gender identity to determine levels of overall well-being. This study measured the severity of the anti-LGBT event and overall distress. Participants, recruited online in both Canada and the United States, included 168 LGBT-identified individuals who reported having experienced anti-

LGBT trauma or discrimination based on their sexual orientation and/or gender identity. Problem-focused coping and emotional support were positive correlates of well-being. Avoidant coping, distress, and centrality were negative correlates of well-being. Further, higher levels of problem-focused coping, lower levels of overall distress, and higher levels of perceived availability of emotional support were all found to be significant partial mediators of the relationship between the centrality of the anti-LGBT event to identity and overall well-being. These findings suggest that by helping individuals (1) gain a greater sense of control over their lives, (2) reconceptualise the anti-LGBT event as less central to their narrative, and (3) create meaning, that mental health providers may help to increase overall well-being of LGBT individuals following anti-LGBT events.

CHILD WISH: FINDING OUT HOW TO HELP LGBTI PEOPLE IN CAMEROUN HAVING CHILDREN

Juan Nel

Hanlie van Wyk

University of South Africa (Gauteng, South Africa)

As an organization defending LGBTI rights in Cameroon where same-sex behavior is criminalized, Alternatives-Cameroun have launched since 2016 a program designed to analyze and fulfill the needs of LGBTI who want to have children. The first step was a community-based study conducted in 2017 which shows that more than 80% of LGBTI want to have children and out of them, more than 80% want to have them through sexual intercourse with opposite sex. This implies and other step in the program: analyzing how they would choose their mate to have children and under which conditions would they accept to have children with the chosen mate. Methods We conducted an interview using a form where we filled information related to criteria given by participants in order to have

children. We collected 22 interviews from 13 gay men and 9 lesbians. Findings Gay men would want to have children with ladies who are: preferably bisexual, beautiful, clean, full of integrity, respectful and financially stable. Lesbians on their side, would want to have children with a man who is physically attractive, tall, older, financially able and ready to care for children, and yet not involved enough in the relationship with children to claim the children as theirs. This is to make sure children would belong to them ladies. Conclusion The process of having children in such a homophobic context is still complex and risky. There are still no facility to help those gay and lesbians having children. They would need psychosocial help and technical.

DEINSTITUTIONALIZATION AND COMMUNITY INTEGRATION OF PERSONS WITH MENTAL HEALTH PROBLEMS

José Ornelas

APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Abstract body. The deinstitutionalization and community integration of persons with mental health problems remains a contemporary challenge due to the persistence of large-scale of psychiatric institutions. In many countries social movements and mental health policies advocate for change in mental health resulted in the effective closure of psychiatric hospitals. As a result the priority of mental health services required a shift with a two-fold focus: a) the development of prevention programs to respond to persistence of mental health problems and the development and continuing improvement of research and action focused on prevention, and b) the need for community initiatives fostering integration of people with mental health problems through socialization and culture development, and concrete access to community resources of housing employment and education. Research focused on both prevention aims and integration focus provide a new range of perspectives and challenges for prevention and community integration of persons with mental health problems.

Press paragraph. The deinstitutionalization and community integration of persons with mental health problems remains a contemporary challenge due to the persistence of large-scale of psychiatric institutions. In many countries there were social movements and mental health policies advocating for change in mental health procedures and practices that resulted in the effective closure of psychiatric hospitals, issue presented by José Ornelas (PT), and the development of prevention programs to respond to persistence of mental health problems and the development and continuing improvement of research and action focused on prevention, issue presented by Berndt Roerhle (GER). Simultaneously, there is the absolute requirement for community initiatives to facilitate the integration of people who have experiences of

mental health problems emerged through socialization efforts related with culture, here presented by Bruna Zani and Antonella Guarino (IT), but also the development of programs focused on housing employment and education, presented by Maria Vargas-Moniz (PT). Research focused on both prevention aims and integration focus provide a new range of perspectives and challenges for prevention and community integration in mental health (José Ornelas – Convenor).

General summary of the Symposium. Recently the Lancet Commission has argued that “Despite substantial research advances showing what can be done to prevent and treat mental disorders and to promote mental health, translation into real world effects has been painfully slow” (www.thelancet.com Vol 392 October 27, 2018). The deinstitutionalization and community integration of persons with mental health problems remains a contemporary challenge due to the persistence of psychiatric institutions in many countries. Nevertheless, many evidence-based practices aimed to change the actual situation continue to be realised, due to social movements and mental health policies that advocate for a shift to more prevention and mental health promotion. The aims of this symposium are therefore a. to discuss some theoretical perspectives on prevention of mental health problems, based on ecological systemic approach of community psychology, and b. to present community initiatives oriented to the social integration of persons with mental problems. Questions raised regard the effectiveness of such initiatives and the impact of some innovative prevention programs on wellbeing of persons with mental problems. Data provided by the four presentations will offer evidence of the importance, efficacy and effectiveness of different preventive mental health strategies (abstract 4, Roerhle, DE),

suggesting that interventions on addressing housing, working and education needs (abstract 1, Ornelas, PT), facing the homelessness (abstract 3, Vargas- Moniz, PT) or using theatre experiences (abstract 2, Zani & Guarino, IT) have

the potential to enhance personal empowerment and capabilities of vulnerable people and can provide concrete supports to their community integration and social inclusion.

HOUSING, EMPLOYMENT AND EDUCATION AS FACILITATORS OF DEINSTITUTIONALIZATION AND COMMUNITY INTEGRATION

José Ornelas

APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Despite the ample research about supported housing, employment and education in the mental health field as means toward the completion of the deinstitutionalization processes, the access and maintenance of people with psychiatric disabilities to housing solutions, employment and education achievements are still moderate and need to be expanded. Aims: In this presentation it is examined how access to permanent and individualized housing competitive employment option and regular educational resources contribute to a positive impact on personal empowerment among people with psychiatric disabilities who participate in community based mental health organizations. The participants

filled out the Portuguese version of the empowerment scale and hierarchical regression analysis was used to study if participants' housing, employment or educational status were predictors of personal empowerment. The conducted analyses demonstrated that housing, employment and education are related with higher scores of empowerment, and that the empowerment dimension of power-based interpersonal relationships was significantly associated with being at work.

Our results suggest that addressing consumers' housing, working and education needs through supported services has the potential to enhance consumers' personal empowerment and improve community life.

THEATRE AS AN INSTRUMENT OF MENTAL HEALTH PROMOTION

José Ornelas

APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Bruna Zani

Antonella Guarino

University of Bologna (Bologna, Italy)

The approach of community development is a people-centred approach, which aims at identifying participatory solutions to community problems based on local knowledge and priorities (WHO, 2004). Factors related to mental illness in the literature include, among others, low self-esteem, learned helplessness, social isolation and unemployment (WHO, 1990). Mental health programs that promote a collaborative approach and partnership between community services and organisations contribute to the construction of healthy environments for mental health patients. Previous studies (Secker et al., 2007, Hacking et al. 2008) showed that interventions using theatre, music or dancing play an empowering role for vulnerable people and persons with mental disease. To analyse and evaluate the roles, meanings, and functions of theatre companies composed by actors who are also users of mental health services. The main aim was to find indicators of the effectiveness of the theatre experience on wellbeing of the companies' members. Method. We collected 62 narrative interviews, focusing on the life histories

of the companies' members. Participants were selected from three companies (part of the regional project Theatre and Mental Health in Emilia-Romagna Region, Italy), according to their role: 33 are actors- patients, 13 theatrical workers and 16 health workers. A thematic content analysis was made on the total corpus of interviews (Braun & Clarke, 2006). Four indicators of change were found: a) a shift from extrinsic to intrinsic motivation, both in actors and workers; b) a change in identity (from feeling patient to person to actor); c) an increase in the dimensions of psychological empowerment (more control, critical awareness and participation); d) an increase in sense of community (higher level of sense of belonging, shared emotional connection, influence and fulfilment of needs) Theatrical companies can be considered as integrated organisations able to promote empowering processes in actors and workers. The contribution of these experiences on the reduction of social stigma towards mental illness will be discussed.

CAPABILITIES APPROACH AND COMMUNITY INTEGRATION OF HOMELESSNESS PEOPLE WITH MENTAL ILLNESS: RESULTS OF THE HORIZON 2020 PROJECT HOME_EU: REVERSING HOMELESSNESS IN EUROPE

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Maria Vargas.Moniz

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The Housing First is an evidence-based practice that more effectively reverses homelessness and promotes recovery than traditional homelessness services. The European Commission recently endorsed the implementation of 'housing-led' strategies like Housing First at national, regional and local levels (European Commission, 2013). In this population there is a significant incidence of people with mental illness or severe addictions of alcohol and drugs. In Europe, there is an increasing number of programs that have reconfigured their services toward Housing First or implemented new Housing First services, but that number is increasing. The "Homelessness as Unfairness" (Home_EU) is a multi-country, longitudinal project funded by Horizon2020, the European Commission's largest research and innovation program. The Home_EU goal is to use evidence-based research to influence homeless policies and practice, through a capabilities and ecological approach to understanding how European citizens, policymakers, and stakeholders respond to and address

homelessness as an extreme form of social inequality and injustice. We aim to map the readiness of eight European countries: France, Ireland, Italy, the Netherlands, Poland, Portugal, Spain and Sweden, to mainstream the Housing First approach. Methods: Partners have been compiling qualitative and quantitative data on social policies on homelessness, citizens' attitudes to homelessness, and service providers' and service users' experiences of homelessness. The overall results focus on 1) a citizens' survey on attitudes toward homelessness and willingness to pay for homeless services; 2) the aggregated data (Quant/Qual) of the study of service users' experiences; and 3) the Qual/Quant study of service providers' experiences, and 4) the ways in which we will use our findings to influence European homeless policies. It is discussed how these data are useful for the in-depth understanding of the perspective of the stakeholders and the relevance of the completion of an overarching system to respond to a severe social problem providing the concrete supports to community integration and social inclusion.

PREVENTION IN MENTAL HEALTH

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The growing number of mental health problems cannot only be handled by better curative treatment. A shift to more prevention and mental health promotion is necessary. This presentation is focused on the efficacy and effectiveness of different preventive mental health strategies. Method: A meta-meta-analysis of the prevention of mental disorders. Numerous reviews reporting on the moderate efficacy of strategies to prevent mental disorders are methodological inconclusive. More convincing is the following meta-meta-analysis based on a random effect model that reports a moderate effect size. This effect is based on numerous meta-analyses grounded on a heterogeneous database. Differences in results stem from different approaches, such as competence or disorder orientation, specific life events focus, and setting specific forms. Selective or indicated prevention programs did not differ significantly from each

other. Effects for pathogenic or salutogenic characteristics did not differ significantly. Prevention programs for adults were more successful compared to those for children and adolescence or mixed population. A meta-regression analysis indicated that disorder- and proportion-oriented interventions negatively predict effects, thus contrasting results for the adult population. These results are discussed with respect to potential strategies for the evaluation of the prevention of mental disorders. Results of well-controlled prevention studies are far from a real success. Rather, the question arises as to whether and how these results can be implemented in practice and sustainably cultivated with widespread impact. The results of such efforts are promising. However, the number of prevention studies reporting results on implementation, dissemination and sustainability efforts is still comparatively low.

INTEGRATIVE APPROACH TO THE STUDY OF NEUROCOGNITIVE FUNCTIONS IN THE CLINIC OF NEUROPSYCHIATRIC DISEASES

Elena Isaeva

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Abstract body. The integrative approach is the most promising in terms of addressing the issue of the nature of neurocognitive impairment in neuropsychiatric pathology. The symposium is aimed at combining the efforts of specialists in various fields, working on solving fundamental and applied problems in the study of mental functions in health and pathology. The symposium discusses the possibility of considering impairments of integrative processes as a convenient cognitive model for studying combined forms of mental disorders. Reports will be presented reflecting different approaches to information processing and demonstrated that both ascending and descending processes are involved in perception. In particular, about the features of gnosis, praxis and speech in children with adaptive and non-adaptive behaviors, disorders at early levels of perception and cognitive functioning in schizophrenia, characteristics of the structure of cognitive functions in normal and pathological aging on the MCI model, the initial form of Alzheimer's disease, depression.

Press paragraph. The symposium is aimed at combining the efforts of specialists in various fields working within the framework of an integrative approach to solving fundamental and applied problems in the field of studying cognitive functions in health and pathology. Badalov A. A., Psychiatrist; Senior lecturer, Department of Medical Psychology, Psychiatry and psychotherapy; Kyrgyz-Russian Slavic University, Bishkek, Kyrgyz Republic. With the report about neurophysiological features of integrative process as a promising model for the study of the phenomenon of progeneration. Matanova V., Full professor, PhD, DSc, Sofia University, Institute of Mental Health and Development, Sofia, Bulgaria. With the report about inhibitory control and external behavior in childhood. Isaeva

E.R., Professor, PhD, Head of department of general and clinical psychology, Pavlov First Saint Petersburg State Medical University, Saint Petersburg, Russia. With the report about impairments at early levels of perception and cognitive functioning in schizophrenia. Shoshina I.I., PhD, Chief researcher, Laboratory of Physiology of Vision, Pavlov Institute of Physiology, Saint Petersburg, Russia. With the report about the features of perception and cognitive functions in schizophrenia with drug resistance. Roshchina I.F. — PhD, Leading Researcher, Geriatric Psychiatry Department, Mental Health Research Center (MHRC), Moscow, Russia. With the report about the characteristics of the structure of cognitive functions in normal and pathological aging.

General summary of the Symposium. The problem of cognitive impairment is currently one of the most relevant and significant in clinical (medical) psychology. The integrative approach is the most promising in terms of addressing the issue of the nature of neurocognitive impairment in neuropsychiatric pathology. Psychologists often distinguish between top-down and bottom-up approaches to information-processing. In top-down approaches, knowledge or expectations are used to guide processing. Bottom-up approaches, however, are more like the structuralism approach, piecing together data until a bigger picture is arrived at. One of the strongest advocates of a bottom-up approach was J.J. Gibson (1904-1980), who articulated a theory of direct perception. This stated that the real world provided sufficient contextual information for our visual systems to directly perceive what was there, unmediated by the influence of higher cognitive processes. At the symposium will present reports demonstrating that perception provides both ascending and

descending processes that determine cognitive functioning.

Neurophysiological features of integrative process as a promising model for the study of the phenomenon of progeneration Using the example of the «integrative process», the author's conceptual framework, the application of the theory of evolutionary diatropics that originated in the framework of classical evolutionary doctrine of monogenesis to the modern realities of the development of the theory of genius is considered. With the help of cross-correlation analysis of electroencephalography – neurophysiological method of research, the hypothesis of uniting the three main «circles» of mental pathology in the composition of the psychic education under consideration is substantiated. The possibility of considering the integrative process as a convenient cognitive model for studying combined forms of mental disorders is discussed. Inhibitory control and external behavior in childhood The aim of the present study is to examine the relationship between inhibitory control functioning and externalized behavior. This kind of behavioral manifestation can occur at both behavioral and cognitive levels. Behavioral studies typically involve inhibition, motor responses and impulse control as primary aim for construct correlation research. On the other hand, cognitive studies focus on mental processing of attention and memory. Childrens' externalized behavior is being increasingly viewed as a public health problem. The construct itself is referred as a combination of behavioral patterns manifested in childrens' behavior and reflecting the surrounding environment in adaptive or maladaptive ways. The study examined two groups of children. All participants attended elementary school with Bulgarian as primary language. The methods used are inhibitory control checklist rated by parents and general neuropsychological assessment.

Impairments at early levels of perception and cognitive functions in schizophrenia Idea of the study: impairments at early levels of perception were associated with integration process, memory and attention dysfunctions. The functional state of magnocellular and

parvocellular visual systems, features of their interaction and cognitive functions were analyzed in patients with different stages of the disease. The obtained data were considered as the evidence of the mismatch in the functioning of magnocellular and parvocellular systems in schizophrenia with features of working memory and attention. The activity of the magnocellular system is associated with the feature of working memory and the properties of attention. The hyperactivation of the magnocellular system is accompanied by a disruption of the selectivity of attention. The sensitivity of the magnocellular neural system and cognitive impairments in schizophrenia with drug resistance The study was to examine the functional state of magnocellular and parvocellular visual pathways, features of their interaction, cognition functions in healthy subjects and in patients with drug resistance schizophrenia. The research hypothesis – patients with drug resistance are characterized an increase in the sensitivity of the magnocellular neural system that related on cognitive function. The volume of short-term memory, insufficiency of cognitive control and visual motor coordination are correlated in direct correlation with the contrast susceptibility in range of low spatial frequencies (magnocellular system). Sustainability of memorizing and attention are connected with the parvocellular system, while the ability to switch is inversely proportional to the activity of the magnocellular system. Patients with the therapeutic resistance demonstrated hyperactivity of the magnocellular system and related features of memory and attention. Tactile sphere in the structure of cognitive functions in normal and pathological aging Studies show the possibility of using tactile function as a support in the correction and rehabilitation during aging. A block diagram of the tactile sphere, reflecting the level structure, intra- and intermodal communications, multiplicity of components of tactile sphere, has been developed. It gives the possibility of a complex structural and functional analysis of the components of the tactile sphere in norm and in clinical models. Preliminary results show that the tactile sphere in MCI syndrome, the initial form of Alzheimer's disease remains relatively intact and can be used as a resource for rehabilitation work. In the initial forms of Alzheimer's disease, there is

a marked dissociation between relatively intact levels (perceptual and semantic) with a significant violation of the sensory level. With normal aging, a reorganization of the hierarchy of

levels of organization of the tactile sphere is observed: the capabilities of the sensory level are reduced, while the semantic level remains fairly intact.

INHIBITORY CONTROL AND EXTERNAL BEHAVIOR IN CHILDHOOD

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The aim of the present study is to examine the relationship between inhibitory control functioning and externalized behavior. This kind of behavioral manifestation can occur at both behavioral and cognitive levels. Behavioral studies typically involve inhibition, motor responses and impulse control as primary aim for construct correlation research. On the other hand, cognitive studies focus on mental processing of attention and memory. Childrens' externalized behavior is being increasingly viewed as a public health problem. The construct itself is referred as a combination of behavioral patterns manifested in childrens' behavior and reflecting the surrounding environment in adaptive or maladaptive ways. The study examined two groups of children. All participants attended elementary school with Bulgarian as primary language. First group – experimental – consisted of 35 children with externalized maladaptive behavior rated from elementary school teachers and parents via Inhibitory control

checklist. Second group – control one – consisting of 35 children at the same age as the experimental group, showed no significant signs of externalized maladaptive behavior. The neuropsychological assessment applied again with both groups included mainly gnosis and praxis functioning as well as language development. Experimental group results show significant correlation between the level of inhibitory control and some attention qualities such as concentration and dividedness. Other significant correlations are showed between inhibitory control and level of language development. These findings can be utilized as ground for planning therapeutic programs aimed primarily at cognitive and language functioning. Findings demonstrate how primary school children with externalized maladaptive behavioral patterns show impairment in inhibitory control functioning irrespective of cognition and neuropsychological deficits.

IMPAIRMENTS AT EARLY LEVELS OF PERCEPTION AND COGNITIVE FUNCTIONING IN SCHIZOPHRENIA

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The visual system plays an important role in building an internal picture of the external world that determines the behavior and adaptability that are impaired in schizophrenia. Idea of the study: impairments at early levels of perception were associated with integration process, memory and attention dysfunctions. The functional state of magnocellular and parvocellular visual systems, features of their interaction and cognitive functions were analyzed in patients with different stages of the disease. The magnocellular and parvocellular neural systems are different sensitive to spatial frequency. The magnocellular system is most sensitive to low spatial frequencies, parvocellular system – to high spatial frequencies. 30 people with the first psychotic episode and 30 people with chronic schizophrenia were examined. Methods were used: figures of Poppelreuter, TMT, 10 words test, visual contrastometry. We used the Gabor gratings with spatial frequencies of 0.4, 3.0 and 10.0 cycles/degree. U-test and Pearson's correlation coefficient were used for statistical analysis. Patients with first-episode demonstrated increased contrast sensitivity in range of low spatial frequency and decreased contrast sensitivity in medium and high spatial

frequencies. Patients with first-episode had higher result in words memorization growth rate, switching of attention, speed informational processing than in chronic patients. However, patients with the first psychotic episode coped worse with the selection of figures from the background. The obtained data were considered to be the evidence of the mismatch in the functioning of magnocellular and parvocellular systems in schizophrenia. The results of the correlation analysis revealed a direct relationship between the contrast sensitivity in the low spatial frequency range (magnocellular system) and the growth rate of words memorization. Regarding attention, a correlation has been established between contrast sensitivity in the low spatial frequency range (magnocellular system) and the ability to selection a figure from the background. Contrast sensitivity in the high spatial frequency range (parvocellular system) had an inverse correlation with the number of unrecognized figures. The activity of the magnocellular system is associated with the feature of working memory and the properties of attention. The hyperactivation of the magnocellular system is accompanied by a disruption of the selectivity of attention.

NEUROPHYSIOLOGICAL FEATURES OF INTEGRATIVE PROCESS AS A PROMISING MODEL FOR THE STUDY OF THE PHENOMENON OF PROGENERATION

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Annotation. Using the example of the «integrative process» the author's conceptual framework, the application of the theory of evolutionary diatropics that originated in the framework of classical evolutionary doctrine of monogenesis to the modern realities of the development of the theory of genius is considered. With the help of cross-correlation analysis of electroencephalography – neurophysiological method of research, the hypothesis of uniting the three main "circles" of mental pathology in the composition of the psychic education under consideration is substantiated. The possibility of considering the identity integration disorder as a convenient cognitive model for studying combined forms of mental disorders is discussed. Relevance. «Integrative process» is a specific mixed form of psychopathological diathesis, characterized by the presence in the personality structure of a combination of symptoms of the three main circles of mental

disorders: schizophrenic, epileptic, affective. A similar combination had previously been considered in psychiatry from the perspective of the theory of degeneration and progeneration, a two-pole spectrum, where, on the one hand, there is a highly intelligent creative individual, and on the other, is procedural mental pathology. Purpose of the study. Considering the peculiarities of the neurophysiological indices of the brain of persons with «integrative process» as consolidating with respect to the main forms of mental disorders, to substantiate the possibility of studying this phenomenon as a diatropic model of mental pathology. Materials and methods. 2732 respondents were examined, 1224 of which were patients, 1508 students. A total of 76 people were selected with «integrative process». For neurophysiological examination, cross-correlation analysis of electroencephalography respondents was used.

THE SENSITIVITY OF THE MAGNOCELLULAR NEURAL SYSTEM AND COGNITIVE IMPAIRMENTS IN SCHIZOPHRENIA WITH DRUG RESISTANCE

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It has repeatedly been shown the discrepancy between the work of the magnocellular and parvocellular system and cognitive impairment in schizophrenia. The aim of the study was to study the functional state of the magnocellular and parvocellular visual pathways, the features of their interaction, cognitive functions in healthy people and in patients with drug-resistant schizophrenia. The hypothesis of the study – patients with drug resistance are characterized by increased sensitivity of the magnocellular nervous system, that related on cognitive function. The magnocellular system is more sensitive to low spatial frequencies and is involved in processing information about the global organization of the stimulus. The parvocellular system is more sensitive to high spatial frequencies and is responsible for describing the fine details of the object. For contrast sensitivity, a threshold was measured with Gabor elements with spatial frequencies of 0.4, 3.6, and 17.8 cycles/degree. Neuropsychological research was carried out using the test methods of the verbal association, the complex figure, the test of auditory memory, the test of attention. Patients participating in our

study were 20 peoples with therapeutic resistance paranoid schizophrenia. The volume of short-term memory, lack of cognitive control and visual-motor coordination are in direct correlation with contrast susceptibility in the range of low spatial frequencies (magnocellular system). The stability of remembering and attention is associated with the vapor-cellular system, and the ability to switch is inversely proportional to the activity of the magnocellular system. Hyperactivation of the magnocellular system, which is responsible for peripheral vision and distribution of attention, is accompanied by a violation of the selectivity of attention. An inverse correlation with contrast sensitivity at low spatial frequencies indicates that the higher the activity of the magnocellular system, the more pronounced are impairments of cognitive control and selectivity of attention.

Patients with therapeutic resistance demonstrated hyperactivity of the magnocellular system and associated features of memory and attention. The change in information filtering at early levels of perception correlates with cognitive impairment.

TACTILE SPHERE IN THE STRUCTURE OF COGNITIVE FUNCTIONS IN NORMAL AND PATHOLOGICAL AGING

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It is known that the tactile modality plays an important role in human activity. It is formed in early ontogenesis and has a systemic importance in the formation and development of the psyche, less subject to age-related changes. With aging, the tactile analyzer can perform a compensatory function.

Studies show the possibility of using tactile function as a support in the correction and rehabilitation during aging. A block diagram of the tactile sphere, reflecting the level structure, intra- and intermodal communications, multiplicity of components of tactile sphere, has been developed. It gives the possibility of a complex structural and functional analysis of the components of the tactile sphere in norm and in clinical models. The study of the characteristics of the tactile sphere in the structure of cognitive functions in normal and pathological aging (MCI syndrome, the initial form of Alzheimer's disease, depression) based on ideas about the three levels of organization of the tactile modality: sensory, perceptual and semantic. Materials and methods. 10 patients with the initial stage of Alzheimer's

disease and 14 healthy elderly study participants were examined. A complex neuropsychological examination by the method of syndromic analysis of A. R. Luria with a quantitative assessment of the state of higher mental functions, a comprehensive study of the tactile sphere, the Montreal cognitive assessment scale (MoCA) was used. Preliminary results show that the tactile sphere during pathological aging (MCI syndrome, the initial form of Alzheimer's disease) remains relatively intact and can be used as a resource for rehabilitation work. In the initial forms of Alzheimer's disease, there is a marked dissociation between relatively intact levels (perceptual and semantic) with a significant violation of the solution of tactile tasks at the sensory level. With normal aging, a reorganization of the hierarchy of levels of organization of the tactile sphere is observed: the capabilities of the sensory level are reduced, while the semantic level remains fairly intact. The identified most intact components of the tactile sphere can be used as a resource for remedial and rehabilitation programs in the work of a clinical psychologist in gerontopsychiatry.

ATHLETES' WELLBEING: HOLISTIC APPROACH IN SPORT PSYCHOLOGY RESEARCH AND PRACTICE

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Konstantin Bochaver

Lydia Dovzhik

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Abstract body. Having departed from traditional focus on athletic performance, modern sport psychology suggests a holistic approach, where athletes' wellbeing and athletic career development are no less important than performance. Combining both research and practical experience in the field of sport psychology, symposium authors will present important theoretical conceptualizations, research questions, empirical data and practical implications of the holistic approach to athletes' wellbeing in sport psychology. Stemming from the holistic lifespan perspective on athletic careers, the topics of career trajectories will be discussed through analysis of world champions' experiences. Further, dual career challenges and requirements will be discussed in light of transitions from junior to senior athletic levels among student-athletes in Estonia. Wellbeing will be analyzed also in terms of risks and resources during rehabilitation of injured athletes who are motivated to return to the sport. Finally, the phenomenon of mindfulness and its role in psychological wellbeing of athletes will be presented.

Press paragraph. Researchers and practitioners from Estonia and Russia consider and discuss the notion of wellbeing as the significant predictor of optimal performance, positive athletic career development and generally satisfying experiences of an athlete. Starting off the topic, Konstantin Bochaver's talk 'Pathway of successful athlete: in pursuit of wellbeing' presents his case-study with the sample of famous Russian athletes, describing their life events and trajectories from birth to medals of the World Championships. Continuing with the holistic narrative of athletic careers, Kristel Kiens'

presentation 'Dual career support in sport: Taking a holistic approach to youth development' will give the insight into her PhD project that investigates the competencies needed for maintaining a dual career as well as the role of the environment that should be taken into account when supporting athletes' holistic development. Narrowing more specifically on such critical events as injuries in athletic careers, Lydia Dovzhik describes known risks and mental resources of successful rehabilitation and recovery in her presentation 'Wellbeing and successful recovery of injured athletes'. Finally, focusing specifically on daily wellbeing maintenance and support techniques, Snezana Stoljarova presents talk on 'Mindfulness-based approaches to athletes' wellbeing', which stemming from applied experience describes implications and considerations of using mindfulness with athletes.

General summary of the Symposium. Traditionally sport psychology has focused on performance enhancement, implementing the Big4 strategies of goal setting, imagery, relaxation and self-talk. However, one of the major recent trends in the applied field shifted the focus from solely athletic performance enhancement to the holistic lifespan perspective (Alfermann & Stambulova, 2007; Stambulova, Alfermann, Statler, & Côté, 2009). As sport psychologists' perspective shifted from performance support to a larger notion of athletic career support, and the range of transitions studied spread to different stages throughout the athletic career, it became also important to consider that transition experiences relate to developmental challenges in other domains of the athlete's life. These conceptual changes lead to a more 'holistic' approach, which

understands transitions through "life-span perspective which spans the athletic and post-athletic career and which includes transitions occurring in the athletic career as well as those occurring in other domains of athletes' lives" (Wylleman et al., 2004; p. 7). Current symposium aims to adopt this holistic perspective and investigate the questions of athletic career development and athletes' wellbeing from different perspectives. Taking a resumptive look at the career trajectories of three top level athletes, Konstantin Bochaver will share his research conclusions on important factors throughout the development of athletic careers, as well the notable shift that athletes are experiencing when transitioning to senior levels

of sport. Continuing on the topic of career transitions, Kristel Kiens will give insight into the dual-career environments and its implications, specifically for the transition from junior to senior level of sports. Focusing on one of the most critical events in athletic careers, Lydia Dovzhik will share her applied expertise and her research results on the topic of athletic injuries and athletes' wellbeing, as an indicator of successful rehabilitation. Finally, coming to the microlevel of athletes' personal mental skills and resources, Snezana Stoljarova will share up to date research developments and her practical experiences of introducing mindfulness-based interventions for enhancing and supporting athletes' wellbeing.

MINDFULNESS-BASED APPROACHES TO ATHLETES' WELLBEING: A SUPPLEMENT TO TRADITIONAL APPROACHES?

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Traditionally sport psychology interventions aimed at performance enhancement, trying to help athletes achieve their 'faster, higher, stronger' by using psychological skills training (PST), which mainly teaches athletes to control unfavorable psychological states and unpleasant inner experiences. Although well established and broadly applied, traditional sport psychology interventions still seem to lack consistency in empirical support of their efficacy (e.g. Gardner and Moore 2006; Moore 2009, for a review). Moreover, practical experiences of many sport psychologists support these limitations, as examples of athletes, who struggle to control their internal experiences are abundant. Stemming from these limitations of traditional PST and based on the rapid advances of the "third-wave" of cognitive behavioural therapies in clinical psychology, Gardner and Moore (2001) conceptualized an alternative approach to performance enhancement, namely the mindfulness and acceptance-based models. According to Gardner and Moore (2012), 'the primary focus of mindfulness and acceptance-based models is to promote a modified relationship with internal experiences (i.e.,

cognitions, emotions, and physiological sensations), rather than seeking to change their form or frequency'(p.309). Therefore, mindfulness and acceptance models strive to develop rather a mindful, than controlled, athlete. Mindfulness, an essential part of such models, has been defined as an "open- hearted, moment-to-moment non-judgmental awareness" (Kabat-Zinn, 2005, p. 24). Given steadily increasing evidence for salutary effects and wellbeing correlates of mindfulness in general population (e.g. Brown, Ryan and Creswell, 2007; Brown and Ryan, 2003), turning towards this approach in sports seems to be a prospective alternative not only to amend PST in performance domain, but also to effectively attend to wellbeing notions within athletes' careers. The proposed topic of the symposium is aimed at introducing participants to the conceptualization of mindfulness and acceptance-based models, giving overview of up to date empirical data on using mindfulness in sports, and sharing personal applied work experiences of the author. Several cases of using mindfulness based interventions to improve or maintain athletes' wellbeing will be presented.

DUAL CAREER SUPPORT IN SPORT: TAKING A HOLISTIC APPROACH TO YOUTH DEVELOPMENT

Snezana Stoljarova

Kristel Kiens

Tallinn University (Tallinn, Estonia)

Athletes go through many transitions during their careers of which transition from junior to senior level has been considered as one of the most difficult (Stambulova, 2009), which has led to a lot of youth athletes dropping out (Lindner & Johns, 2004; Vanden Auweele, De Martelaer, Rzewnicki, De Knop & Wylleman, 2004). The athletic career model states that successful transition during the athletic career occurs when an athlete copes effectively due to a good fit between the transition demands and athlete's resources and strategies, which can be divided between internal (e.g. motivation, mental skills, health condition, etc.) and external resources (e.g. social and financial support) (Stambulova's (2003, 2009). Based on previous research, student athletes, who are usually going through that transition, face many challenges, which increases the need for a holistic skillset development (e.g. O'Neill, Allen, & Calder, 2013, Stambulova & Ryba, 2013, Wylleman & Reints, 2010). Bronfenbrenner's bio-ecological theory of human development stresses that human development is affected by the complex interrelationship between process, person, context and time, which all need to be considered for optimal growth (Bronfenbrenner, 2005).

Therefore, an ecological-holistic approach in supporting dual career athletes should be adopted. To contribute into supporting optimal dual career development, a PhD project is in process in a sport gymnasium in Estonia. The project would gain a thorough insight into the environment and its success factors based on Dual-career development environment and Environment Success Factors working models (Henriksen et al. In process), analyze dual career pathways and describe a dual competencies development programme with an analysis of its effectiveness. It would be conducted as a nested single case study (Thomas, 2011, p. 95). Data would be gathered through qualitative (i.e. interviews, observations, document analysis, reflections, intervention programme description and analysis) as well as quantitative methods (i.e. survey). The results would provide valuable information on dual career development on multiple levels and more broadly on how to support youth athletes holistic development. During the symposia, the researcher-practitioner would be sharing the progress and applied experiences gained so far when working in the dual career development environment.

PATHWAY OF SUCCESSFUL ATHLETE: IN PURSUIT OF WELLBEING

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The main purpose of the study is to identify a possible model of the champion's pathway, as well as the main components of psychological wellbeing. Design and sample of the study: case-study of the pathway of three athletes of the highest level (3 men, 25-29 years old, belong to the same culture and perform in the same sport). The main method is structured interview (Kvale, 1983), 35 questions in 4 blocks. Methodologically, the study is based on the works of T. Orlik (Orlick, 2015), as well as the principles of working with qualitative methods in the field of sports (Leavy, 2014; Tenenbaum, Driscoll, 2005; Biddle, Markland et al., 2001). Results: In the study we identified a trend. Firstly, favorable "microenvironment" of sport clubs or schools seems to play important role in the childhood. Regular training at the beginning of the trajectory almost guarantee the first success, and then sport victories take place as a powerful emotional reinforcement. In adolescence a young athlete faces difficulties, and we see the role of the environment in supporting motivation. After transition to the senior level of sports, the role of the environment is weakened, and the athlete takes central responsibility for managing one's athletic career. The environment doesn't

influence his/her decisions but remains an important resource throughout training and competitive activities. This balance between environmental impact and individual choice is important for understanding the mental wellbeing of professional athletes. Discussion: we examined the life trajectories of successful athletes and determined the central factors underlying a successful and consistent athletic career. The beginning of athletic career may depend heavily of external factors, but in the future, the internal locus of control increases, and athletes' own responsibility for both achievements and mistakes prevails. In essence, along the transitions in athletic careers, athletes move further away from environmental impact, and towards increased personal responsibility for their health, development directions, priorities. Although having different experiences, in the course of a successful interaction with the environment all respondents have found resources for growth and ways to overcome motivational and other crises.

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WELLBEING AND SUCCESSFUL RECOVERY OF INJURED ATHLETES

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Sport injury is a special life event, which may involuntarily determine future of athletic career. Sport injuries are characterized as highly intense experiences that combine pain, emotional stress and long-lasting significant consequences. Relevant to the topic, the level of wellbeing can be seen as an indicator of successful recovery after injury. Thus, the study of personal predictors of successful recovery from injury is of exceptional interest (F.J. H Lu, Y.Hsu, 2013; Arvinen-Barrow, M., Walker, N., 2013). Methods and sample: the empirical base of research was 283 respondents (M age = 20 years) of various sports.

Questionnaires assessed the skills and strategies of coping (CSI, ACSI-28), emotional state (PANAS), wellbeing (WEMWBS), the level of resilience (Hardiness Survey). Statistical processing was performed using the method of Bayesian regression-factor analysis. Results: 1) There were obtained data of personal predictors of recovery from injury, which include problem solving, coping with adversity, coachability, confidence and achievement motivation, as well as a general scale of coping skills. Interestingly, such coping skills as concentration, goal setting

and mental preparation showed negative correlations to positive affect after injury. 2) Coping with sport injury relates to athletes' age: injured adult athletes demonstrate a higher level of negative affect after injury than adolescents, while their level of subjective wellbeing upon recovery is also higher. 3) There was found out the dependence between time and coping: the more time has passed since the moment of injury, the lower the indicators of coping: injuries, like other stresses represent situations that mobilize and improve the coping skills of athletes immediately at the time of its coping, but subsequently drain their resources. 4) Analysis of the data allowed us to identify 6 types of athlete's coping strategies, taking into account the specifics of their experience of sports injury and response to it: «Victims»; «Unstable»; «Hope of Sport»; «Unbroken»; «Experienced veterans»; «Sustainable». Conclusions. The prosaicness of sports injury in sports career determines the need to investigate personal predictors of successful coping with sports injuries, aimed at increasing the level of subjective wellbeing. SUPPORTED BY GRANT OF THE PRESIDENT OF THE RUSSIAN FEDERATION (PROJECT MK-2938.2019.6)

EFPA BOARD OF SCIENTIFIC AFFAIRS: MOVING PSYCHOLOGICAL SCIENCE FORWARD IN EUROPE

Daryl O'Connor

University of Leeds (Leeds, Ireland)

Andrea Abele-Brehm

Universität Erlangen-Nürnberg (Erlangen, Germany)

Remo Job

University of Trento (Trento, Italy)

Rebecca Harkin

John Wiley & Sons (Oxford, United Kingdom)

Lisa Morrison-Coulthard

British Psychological Society (Leicester, United Kingdom)

Abstract body. Science, and not just psychology, is undergoing a renaissance. It is an exciting time for our discipline, and it is great that psychology has been leading the way. This symposium will debate and discuss how psychological science can be improved in Europe (and beyond). The context is prompted by Nosek et al's (2015) Science paper and the recent findings from the large scale Many Labs 2 project that only 14 of 28 classic and contemporary studies replicated and failures to replicate were not attributed to sample diversity (Klein et al., 2018). However, in contrast, a promising new paper has been published showing that 9 key findings from cognitive psychology have passed a stringent test of replicability (Zwaan et al., 2018). Taken together, these findings have substantial implications for how we do psychological research and how we publish our research as well for how scientific methods are taught to future generations.

Press paragraph. Science, and not just psychology, is undergoing a renaissance. It is an exciting time for our discipline, and it is great that psychology has been leading the way. This symposium will debate and discuss how psychological science can be improved in Europe (and beyond). The context is prompted by Nosek et al's (2015) Science paper that showed that less than 40% of psychology studies were replicated in a large scale multi-lab collaboration. More recent context comes from the recent findings from the large scale Many Labs 2 project that only 14 of 28 classic and contemporary studies replicated and failures to replicate were

not attributed to sample diversity (Klein et al., 2018). Perspectives from Germany, Italy and the United Kingdom will be provided. Our speakers will discuss potential solutions such as pre-registration, registered reports (Daryl O'Connor), data sharing recommendations (Andrea Abele-Brehm), implications for publishing and open peer review (Rebecca Harkin) as well as discussion of the implications for teaching and training across Europe (Remo Job). In addition, we will hear that open science can provide opportunities for research to have greater reach and impact on policy development (Lisa Morrison-Coulthard). The symposium will be followed by a question and answer session.

General summary of the Symposium. Science, and not just psychology, is undergoing a renaissance. It is an exciting time for our discipline, and it is great that psychology has been leading the way. This EFPA Board of Scientific Affairs symposium will debate and discuss how psychological science can be improved in Europe (and beyond). Background: The context is provided by Nosek et al's (2015) Science paper that showed that less than 40% of psychology studies were replicated in a large scale multi-lab collaboration and the recent findings from the large scale Many Labs 2 project that only 14 of 28 classic and contemporary studies replicated and failures to replicate were not attributed to sample diversity (Klein et al., 2018). However, in contrast, a promising new paper has been published showing that 9 key findings from cognitive psychology have passed a stringent test of replicability (Zwaan et al.,

2018). Taken together, these findings have substantial implications for how we do psychological research and how we publish our research as well for how scientific methods are taught to future generations. Issues arising from the 'replication crisis' in relation to study programs have been widely discussed in Europe. In order to address the issues raised psychology in Europe needs to consider: (1) the relationship between research and teaching, (2) the development of open science competences as a core concern in higher education, (3) the relationship between education and training ethics especially in research processes, and (4) the implications for publishing, peer review, preregistration and statistical training and new methods. In this symposium perspectives from Germany, Italy and the United Kingdom and elsewhere in Europe will be provided. Our speakers will discuss potential solutions such as pre-registration, registered reports and recent developments made by the British Psychological

Society (Daryl O'Connor, University of Leeds, UK), an overview of latest developments relating the German data sharing recommendations will be provided (Andrea Abele-Brehm, Universität Erlangen-Nürnberg, Germany) as well as discussion of the implications for teaching and training across Europe (Remo Job, University of Trento, Italy). In addition Rebecca Harkin (John Wiley & Sons, UK) will provide an overview of the five key areas of open research: open access, open data, open practices, open collaboration and open recognition, before focusing specifically on the creation and implementation of data sharing and open/transparent peer review practices in our journal portfolio, and the impact of this for researchers. Finally, we will hear that open science can provide opportunities for research to have greater reach and impact on policy development (Lisa Morrison-Coulthard, British Psychological Society, UK). The symposium will be followed by a question and answer session.

COMMUNITY PSYCHOLOGY: INTERVENTIONS AND SOCIAL CHANGE

Maria Vargas-Moniz

ECPA/ APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Abstract body. This symposium addresses the multi-purpose interventions inspired by Community Psychology principles, practices and applications, with the common aim of providing opportunities and introduce socially transformative processes aimed to change persistently damaging experiences of different social groups.

Assessing the interventions with victims/survivors of intimate partner violence is a contemporary social challenge that requires a wide attention and a centrality of the socio-political debate and the formative approaches indicate the relevance required to the change procedures and practices (Albanesi, Cabua). Resilience studies are pertinent due to the social interventions within community (Procentese). Finally the civic engagement in school settings and academic achievement with an European approach (Guarino, Cicognani, Mazzoni) and a local focus (Vargas-Moniz, Ornelas) are contributions of Community Psychology for social inclusion and development.

Press paragraph. Community Psychology “goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels” (<https://www.communitypsychology.com>). In this symposium we focus a series of research and action projects based on Community Psychology principles, practices and applications, with the common aim of providing opportunities of social change for people’s, groups or communities with persistently damaging life experiences. Assessing the interventions with victims/ survivors of intimate partner violence is a contemporary social challenge that requires a wide attention and a centrality of the socio-political debate and the formative approaches indicate the relevance required to the change

procedures and practices (Albanesi, Cabua). Resilience studies are pertinent due to the social interventions within community (Procentese). Finally the civic engagement in school settings and academic achievement with an European approach (Guarino, Cicognani, Mazzoni) and a local focus (Vargas-Moniz, Ornelas) are contributions of Community Psychology for social inclusion and development.

General summary of the Symposium. Empowerment is one of the key concepts of Community Psychology theory and intervention. It describes both a process and an outcome, and it is often indicated as the aim of many community interventions, contributing to community health and wellbeing. Even if some scholars complain about the lack of clear conceptual definition (empowerment as a buzzword), it is recognized as a strengths-based approach that recognizes, respects, and promotes capacities of marginalized and vulnerable community. Brodsky and Cattaneo (2013) argue that, differently from other process (i.e. resilience) empowerment involves not only building personal resources and taking action but also drawing on community resources and promoting social change. The papers presented in the Symposium are focussed on demonstrating different methodological strategies for the advancement, advocacy and support to socially sustainable change through community psychology intervention. The proposal are focused on formative models of intervention, resilience promotion, civic engagement of youth and school achievement, all exemplifying how individual and community resources can be mobilized in different ecological systems, and the challenges that all these forms of intervention have to address. The selected thematic domains are associated with the intervention with Intimate Partner Violence victims/survivors, with community resilience focused on the outcomes of social

conflicts/tensions, youth participatory action-research in school, and a community-based ecological intervention to promote school achievement. A feature of Community Psychology that is common to all the presentations is that they correspond to an effort

to bridge science into community practice and social intervention. Community Psychologists strongly advocate that research with social impact is the key for the development of Psychological Interventions.

A COMMUNITY PSYCHOLOGY MODEL TO ASSESS THE INTERVENTION WITH VICTIMS OF INTIMATE PARTNER VIOLENCE

Maria Vargas-Moniz

ECPA/ APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

According to the WHO multi-country study on women's health and domestic violence against women (2005) Intimate partner violence is one of the most common forms of violence against women. The same survey revealed that a range comprised between 4–49% women reported having experienced severe physical violence by a partner ever having experienced physical violence by a partner, while 20–75% reported experiencing one emotionally abusive act, or more, from a partner in their lifetime. The consequences of IPV can be dramatic and programs to help survivors have been established in many countries. Cattaneo and Goodman (2015) have defined a community psychology model that offers specific pathways for evaluating program and practice in terms of their influence on empowerment of women victims of Intimate Partner Violence. Empowerment is recognized as one of the aim of intervention with victims of Intimate Partner Violence. In this contribution, following a request of a Support Centre for Women located in Forlì that asked for a formative evaluation of their activity with victims of IPV, we have applied their

model to understand their program and practices's strengths and weaknesses. Method: To this aim we collected 10 semi-structured interviews with women survivors of IPV and 10 interviews from professionals working in coalitions in charge of IPV intervention in the municipality of Forlì (including professional working in local health service, social services, police forces, emergency rooms). Thematic content analysis was performed on the data collected. Preliminary analysis showed that the Support Centre for Women facilitates empowerment process providing access to material resources that are needed by women in order to achieve economic independence.

Another key factor in the empowerment process of survivors is the recognition of their skills and capacities, including resilience. The analysis however revealed that the capacity of the Support Centre to engage women in self determined network-oriented practice (that is reengaging and get support from people in their community) is underdeveloped. Implications of the results will be discussed.

RESILIENT INTERVENTIONS FOR SOCIAL EMERGENCIES. COLLABORATING AND RESPONSIBILITY ACTION IN LOCAL COMMUNITIES

Maria Vargas-Moniz

ECPA/ APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

The emergence of increasingly complex forms of social interventions within community settings is a challenge for social and community psychologists. These characteristics of the modern social communities bring conflictual relationships, strong inequalities, social disagreements, distrust and indifference towards the others and an affective disinvestment towards the community, with violent actions and oppression as consequences. The present contribution deepens the methodologies aimed to develop a resilient intervention within the local communities. To develop resilient interventions, the first aspect to be taken into account refers to the risk factors about the adverse events, like the macro-dimensions – social, economic-environmental, natural and technological-, affecting the communities and the collective management of the intermediate structures present on site. A second aspect refers to the factors that can protect the communities as alternative resources that are by far adaptive for

a specific critical event and referred to historical, structural and macro-social dimensions. The co-management of these factors represents the basis for creating resilient interventions aimed to foster responsible styles of togetherness and to allow recovering symbolic and physical spaces where meaningful relationships can be established and managed and social engagement can be fostered. Moreover, promoting and enhancing daily life and individual and collective well-being in extreme situations can foster in turn the emergence of resilient factors to face ongoing events, encouraging the social development and helping in the social identity reconstruction of the whole community. In urban areas within our territory, quality of life and social health were promoted moving from collaborative actions, through the activation interinstitutional and community resources. The theoretical, pragmatical and political aspects will be discussed.

PROMOTING CITIZENSHIP EDUCATION THROUGH A YOUTH PARTICIPATORY ACTION-RESEARCH IN SCHOOL

Maria Vargas-Moniz

ECPA/ APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Antonella Guarino

Elvira Cicognani

University of Bologna, Alma Mater Studiorum (Bologna, Italy)

Citizenship education is crucial to processes of civic regeneration (Davies, 2014) which offer means for connecting young people to the political system, helping them to make sense of a complex political world, and thereby strengthening democracy (Kisby & Sloam, 2014). Youth participatory Action Research (YPAR) promotes youth contribution and voice by stimulating the creation of sustained relationships with at least one committed adult, who provides skill-building opportunities, facilitates critical dialogue, awareness and acts to enhance the young person active engagement with the community (Ozer et al., 2010). Aims The main aim of this study, which is part of the H2020 CATCH-EyoU project, is to describe and evaluate the effectiveness of a school-based YPAR intervention, conducted in five EU countries, in promoting youth social and political interest (at national and EU level), sense of political efficacy and active engagement. Participants to the intervention (IG) conducted in Italy included N = 45 high school students attending a Lycee in Parma (North Italy)(M age

=15.76 years, females= 53.3%); . A mixed-method evaluation was used, including a questionnaire submitted at three time-points to the IG and a control group (CG; N = 44, M age 15.73 years, females = 56.8%), focus groups with the intervention group and interviews to teachers involved. Increasing level of political interest and sense of political efficacy, positive attitudes towards Europe, political participation were found in IG compared to CG. School climate, quality of participation and peer norms influence improved in IG. In line with quantitative results, thematic analysis showed that political awareness, critical thinking and transversal competencies were improved in students involved in the intervention. These competencies were also confirmed by teachers. Promoting citizenship education is a challenge for school and communities, but it is fundamental in order to strengthen democracy in society. Inclusive and participatory methods that involve students and teachers in reflecting and proposing actions are effective in constructing a virtuous circle around civic and political participation.

AN ECOLOGICAL APPROACH TO THE PROMOTION OF EDUCATIONAL SUCCESS

Maria Vargas-Moniz

ECPA/ APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

Jose Ornelas

APPsyCI/ ISPA – Instituto Universitário (Lisboa, Portugal)

The PIC (Partnership for Community Intervention) Project is framed upon an ecological approach applied to educational achievement in contexts with persistent and prevailing academic failure, absence and drop-out. To present the results of a community-based dynamics of School- Family and Community intervention, often affirmed as a basic principle for school and community development, but with a demonstration of the complexities and the dynamics required to implement this multi-dimensional approach to academic performance and success. Method: Based on a multi-level model of community intervention and development, where Educational Achievement transformed into a community mission, grounded in the local Municipality, and combining

micro and macro level variables. Through the promotion of a coherent, progressive and consistent engagement dynamics supported on community and action research methods and techniques, the project was implemented from May 2016 to July 2017, and the major overall outcome was the reduction of the academic retention in 41%. The results are a myriad of QUAL/QUANT outputs on the civic and professional engagement of the multi-sectorial professionals, civic leaders, the students and their families; the role of the teachers, and the school directors and their concrete actions, entailed in connection with the community representants. The Regional Welfare Services, had a particular role in the supports provided to the families and the students.

DEVELOPING CAREER COUNSELING SKILLS IN MULTICULTURAL SOCIETIES: REFLECTIONS AND SUGGESTIONS FROM CMINAR ERASMUS+ PROJECT

Lea Ferrari

University of Padova (Padova, Italy)

Abstract body. In this symposium the results of the CMinaR Erasmus+ project 2017-2019 will be presented. This project aimed to provide pilot courses in higher education and further training in public employment services to strengthen vocational and career counsellors in coping with new challenges that arise from a growing refugee population and consequently challenging settings. Based on a review of the literature and a need analysis recently conducted in Germany, Italy, Sweden, Turkey, and UK (CMinaR report 2017) researchers will present the issues addressed in a newly developed higher education course within the CMinaR Erasmus+ project together with results emerged from its first implementations in the diverse countries. A framework and a set of core themes are then proposed for developing knowledge and confidence of professionals, dealing with multicultural career counseling and vocational guidance.

Press paragraph. This symposium aims to discuss the results of the CMinaR Erasmus+ project 2017-2019 with the following four presentations: Career counselling in multicultural societies: the importance of reflexivity in practice Anne Chant and Claire Nix, Canterbury Christ Church University, UK The role of language and learning dimensions in career counselling with newly arrived migrants Åsa Sundelin and Fredrik Hertzberg; Stockholm University, Department of Education, Sweden Migration Complexity Salim Atay and Neşe Gülmez, Istanbul Technical University, Istanbul, Turkey Beyond supportive measures: Life Design and Career counseling skills in multicultural societies Teresa Maria Sgaramella and Lea Ferrari, University of Padova, Italy Discussant: Paola Magnano, University of Enna, Italy

General summary of the Symposium. Career counselling in multicultural societies: the importance of reflexivity in practice Anne Chant and Claire Nix Critical reflection is something that usually takes place after you have done some work that you reflect on afterwards and thus having that in the later course we changed to have that topic right after the introduction. As we are all predetermined by a specific culture we have been raised in, by a specific socialisation in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows in the course of teaching and learning. The aim of the activity developed was to engage in critical reflexion of participants' future practice with refugees and develop this skill. Twenty four master students from 23 to 30 y.o. were included in the course organized in 6 modules of 3 two-hours sessions each. Three sessions were devoted to critical reflection. A range of reflexive techniques were proposed to engage participants in their own reflections on their thoughts, concerns, assumptions and perspectives of working with asylum seekers and refugees. Lectures, paired and small group work and whole group discussion were then proposed to participants. A semistructured interview were used to analyse changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides learning outcomes determined in each module, the presentation will specifically describe the development in the ability to explore a range of approaches to enable reflexive practice, evaluate their own multicultural competences, engage in a critical reflexive exercise to clarify and agree to

further developments. Participants understand the particular importance of critical reflection when working in CGC for refugees, know central concepts of critical reflection and are able to work with appropriate reflexive instruments. The role of language and learning dimensions in career counselling with newly arrived migrants Åsa Sundelin and Fredrik Hertzberg Language is a topic widely perceived and discussed when dealing with questions of migration and the integration of newly arrived immigrants (Sheikhi, 2013; Sundelin, 2015). And, yes, skills in the language of the receiving country is a base for the effectivity of all further steps on refugees' ways to their integration into society and into the labour market. But language also is the main instrument in counselling settings themselves (Sundelin, 2017). A starting point for the module is Kolbs theory about experiential learning which suggests that learning activities should give the participants an embodied learning experience where thoughts, emotions and actions are involved (Granberg & Ohlsson, 2014). The aim of the module is to develop the course participants understanding of language as a meaning making resource for career mobility and in career guidance and counselling (CGC) with migrants/refugees, and the participants' ability to manage language asymmetries and intercultural communication in CGC. Twenty seven participants are included in the course. The majority of the participants are professional career counsellors working in school settings, counselling projects in municipalities, employment offices among all. The majority has a university degree from the career counselling program (undergraduate exam). The course takes place at two occasions: 2,5 days + 2,5 days. The course departs from and is organized in 6 modules. One module, three sessions, are devoted to language and intercultural communication. The module employs a mixture of different learning activities: lectures, group work, reflections (individually and group) and practical exercises A semistructured interview is used to analyse changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides learning outcomes determined in each session of the module, the presentation will specifically describe what training and resources are used to

develop participants ability to use counselling methods that manage language asymmetries and support migrant clients' participation in CGC and, design CGC activities that support migrant clients learning about career issues. Migration Complexity Salim Atay and Neşe Gülmez Refugees are coming from different cultures and sets of experiences; as a result, they perceive things differently. With counsellors who can apply their own understanding of culture and effective intercultural communication the counselling sessions will be much more effective. This presentation focuses on the fourth module of the six developed into the CMinaR Erasmus+ project. The three sessions focus on cultural differences and cultural adaptation. Special attention is also devoted to gender and religion. The purpose of this module is to make career counsellors ready for the cultural differences, which can increase effective counselling, and to provide a tool that can be used as a source when the cultural differences have a role in labor market orientation. Participants that attended all the 18 sessions of the training programs included higher education students in career counselling and practitioners. Lectures, group work, individually and group reflections and practical exercises are included in the teaching strategies. In discussing the results of the piloting special attention will be devoted to the fourth module. Results show gaining insight about cultural awareness and adaptation help career counsellors understand some challenges refugees and immigrants may encounter in employment. Thus, they can be aware of and ready for the role of cultural differences on labor market integration. Beyond supportive measures: Life Design and Career counseling skills in multicultural societies Teresa Maria Sgaramella and Lea Ferrari Life Design is meant as a lifelong self-construction process that aims to promote skills and competences in life planning (Vanhalakka-Ruoho, 2010). This approach provides the opportunity to design a satisfying work life which can be redesigned as needs, interests and life experiences change (Peavy in Campbell & Ungar, 2004); to design a work life in terms of future opportunities, which are determined by the accumulation of knowledge, skills, experience (Schreuder & Coetzee, 2006). Recent developments underline the potential

benefits for individuals with vulnerabilities and/or complex personal stories who more frequently may lack personal resources and skills needed in order to access relevant community resources that would facilitate social and work inclusion (Ferrari, Sgaramella, & Soresi, 2015). The aim of the activity proposed is to develop counsellors' knowledge about strengths of refugees, threats to labour market inclusion, and provide them strategies to support their participation in the work contexts (Setlhare-Meltor, & Wood, 2016). Twenty-four master students whose age ranged from 23 to 35 y.o. have been involved in the activity with an educational background in psychology. Participants are engaged in 18 two-hours sessions three sessions where a series of lectures, videos, group work, practical examples, text analysis, and exercises were proposed on courage and future time perspective. A

semistructured interview is used to analyze changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides changes in each module proposed, a qualitative analysis highlights (a) development of knowledge on the meaning of the Life Design constructs and on qualitative measures; (b) the increase in the ability to support a client in a career counselling session in developing a positive mind-set from real situations, as well as future goals and the analysis of barriers and supports. Training master students on work inclusion, threats to work inclusion and strategies to develop language, attitudes and goals in counselling with refugees and migrants increases their confidence, competence and sense of efficacy in their actions.

CAREER COUNSELLING IN MULTICULTURAL SOCIETIES: THE IMPORTANCE OF REFLEXIVITY IN PRACTICE

Lea Ferrari

University of Padova (Padova, Italy)

Anne Chant

Claire Nix

Canterbury Christ Church University (Canterbury, United Kingdom)

Critical reflection is something that usually takes place after you have done some work that you reflect on afterwards and thus having that in the later course we changed to have that topic right after the introduction. As we are all predetermined by a specific culture we have been raised in, by a specific socialisation in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows in the course of teaching and learning. The aim of the activity developed was to engage in critical reflexion of participants' future practice with refugees and develop this skill. Twenty four master students from 23 to 30 y.o. were included in the course organized in 6 modules of 3 two-hours sessions each. Three sessions were

devoted to critical reflection. A range of reflexive techniques were proposed to engage participants in their own reflections on their thoughts, concerns, assumptions and perspectives of working with asylum seekers and refugees. Lectures, paired and small group work and whole group discussion were then proposed to participants. A semistructured interview were used to analyse changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides learning outcomes determined in each module, the presentation will specifically describe the development in the ability to explore a range of approaches to enable reflexive practice, evaluate their own multicultural competences, engage in a critical reflexive exercise to clarify and agree to further developments. Participants understand the particular importance of critical reflection when working in CGC for refugees, know central concepts of critical reflection and are able to work with appropriate reflexive instruments.

THE ROLE OF LANGUAGE AND LEARNING DIMENSIONS IN CAREER COUNSELLING WITH NEWLY ARRIVED MIGRANTS

Lea Ferrari

University of Padova (Padova, Italy)

Åsa Sundelin

Fredrik Hertzberg

Stockholm University (Stockholm, Sweden)

Language is a topic widely perceived and discussed when dealing with questions of migration and the integration of newly arrived immigrants (Sheikhi, 2013; Sundelin, 2015). And, yes, skills in the language of the receiving country is a base for the effectivity of all further steps on refugees' ways to their integration into society and into the labour market. But language also is the main instrument in counselling settings themselves (Sundelin, 2017). A starting point for the module is Kolbs theory about experimental learning which suggests that learning activities should give the participants an embodied learning experience where thoughts, emotions and actions are involved (Granberg & Ohlsson, 2014). The aim of the module is to develop the course participants understanding of language as a meaning making resource for career mobility and in career guidance and counselling (CGC) with migrants/refugees, and the participants' ability to manage language asymmetries and intercultural communication in CGC. Twenty seven participants are included in the course. The majority of the participants are professional career counsellors working in school

settings, counselling projects in municipalities, employment offices among all. The majority has a university degree from the career counselling program (undergraduate exam). The course takes place at two occasions: 2,5 days + 2,5 days. The course departs from and is organized in 6 modules. One module, three sessions, are devoted to language and intercultural communication.

The module employs a mixture of different learning activities: lectures, group work, reflections (individually and group) and practical exercises. A semistructured interview is used to analyse changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides learning outcomes determined in each session of the module, the presentation will specifically describe what training and resources are used to develop participants ability to use counselling methods that manage language asymmetries and support migrant clients' participation in CGC and, design CGC activities that support migrant clients learning about career issues.

MIGRATION COMPLEXITY

Lea Ferrari

University of Padova (Padova, Italy)

Salim Atay

Neşe Gülmez

Istanbul Technical University (Istanbul, Turkey)

Refugees are coming from different cultures and sets of experiences; as a result, they perceive things differently. With counsellors who can apply their own understanding of culture and effective intercultural communication the counselling sessions will be much more effective. This presentation focuses on the fourth module of the six developed into the CMinaR Erasmus+ project. The three sessions focus on cultural differences and cultural adaptation. Special attention is also devoted to gender and religion. The purpose of this module is to make career counsellors ready for the cultural differences, which can increase effective counselling, and to provide a tool that can be used as a source when the cultural differences have a role in labor market orientation.

Participants that attended all the 18 sessions of the training programs included higher education students in career counselling and practitioners. Lectures, group work, individually and group reflections and practical exercises are included in the teaching strategies. In discussing the results of the piloting special attention will be devoted to the fourth module. Results show gaining insight about cultural awareness and adaptation help career counsellors understand some challenges refugees and immigrants may encounter in employment. Thus, they can be aware of and ready for the role of cultural differences on labor market integration.

BEYOND SUPPORTIVE MEASURES: LIFE DESIGN AND CAREER COUNSELING SKILLS IN MULTICULTURAL SOCIETIES

Lea Ferrari

Teresa Maria Sgaramella

University of Padova (Padova, Italy)

Life Design is meant as a lifelong self-construction process that aims to promote skills and competences in life planning (Vanhalakka-Ruoho, 2010). This approach provides the opportunity to design a satisfying work life which can be redesigned as needs, interests and life experiences change (Peavy in Campbell & Ungar, 2004); to design a work life in terms of future opportunities, which are determined by the accumulation of knowledge, skills, experience (Schreuder & Coetzee, 2006). Recent developments underline the potential benefits for individuals with vulnerabilities and/or complex personal stories who more frequently may lack personal resources and skills needed in order to access relevant community resources that would facilitate social and work inclusion (Ferrari, Sgaramella, & Soresi, 2015). The aim of the activity proposed is to develop counsellors' knowledge about strengths of refugees, threats to labour market inclusion, and provide them strategies to support their participation in the work contexts (Setlhare-Meltor, & Wood, 2016). Twenty-four master students whose age ranged from 23 to 35 y.o. have been involved in the

activity with an educational background in psychology. Participants are engaged in 18 two-hours sessions three sessions where a series of lectures, videos, group work, practical examples, text analysis, and exercises were proposed on courage and future time perspective. A semistructured interview is used to analyze changes in knowledge and attitudes of participants together with their satisfaction for the activity carried out. Besides changes in each module proposed, a qualitative analysis highlights (a) development of knowledge on the meaning of the Life Design constructs and on qualitative measures; (b) the increase in the ability to support a client in a career counselling session in developing a positive mind-set from real situations, as well as future goals and the analysis of barriers and supports. Training master students on work inclusion, threats to work inclusion and strategies to develop language, attitudes and goals in counselling with refugees and migrants increases their confidence, competence and sense of efficacy in their actions.

VISUAL UNCERTAINTY, SCENE RECOGNITION AND SPATIAL BEHAVIOR

Yuri Shelepin

Russian Academy of Sciences (Saint-Petersburg, Russia)

Nigel Foreman

Middlesex University (London, United Kingdom)

Arnold Wilkins

University of Essex (Colchester, United Kingdom)

Vladimir Barabanschikov

Institute of Psychology, Russian Academy of Sciences (Moscow, Russia)

Miriam Reiner

Technion – Israel Institute of Technology (Haifa, Israel)

Abstract body. The neurotechnology represent a new class of intelligent technologies that provide the building of self-learning artificial intelligence systems. In the coming years, they will ensure the rapid development. The crucial area is behaving in uncertainty condition. The aim of the work is the humans in work in uncertainty and spatial mazes: developmental and clinical issues? The symposium will include main problems of theoretical and practical experience of vision in uncertainty. This symposium will have at least a visual-spatial aspect. Visual-spatial investigations of incomplete images perception under uncertainty; human and animal water maze and all Virtual Reality (VR) and 3-D work likewise but in different ways. Research focuses on the design and evaluation of mobile and ubiquitous technologies for interactivity learning. The attention will be done to the behavioral neuropsychology of control of mental disorders following behavioral therapy. The current growth of neurotechnologies is to provide a further transition from traditional means of electronic computing to xeromorphic associative systems that work with semantics and are capable of independent, purposeful behavior, adaptive to the changing environment in accordance with these changes. The key direction of the neurotechnologies development is the development of artificial intelligence systems, which understand the semantics of the surrounding scenes and the purposeful activity of these systems on the bases of human behaving in the maze.

Press paragraph. Program of the symposium “VISUAL UNCERTAINTY, SCENE RECOGNITION AND SPATIAL BEHAVIOR” Coordinators: Nigel Foreman, Yuri Shelepin Nigel Foreman, Yuri Shelepin “Conscious and unconscious components of incomplete figure perception” Middlesex University, London, UK I.P.Pavlov Institute of Physiology Russian Academy of Sciences, St-Petersburg, Russia; n.foreman@mdx.ac.uk Vladimir Barabanschikov “The seeing of a complex scene during saccades” Institute of psychology RAN, Moscow, Russia vladimir.barabanschikov@gmail.com Miriam Reiner “Enhancing motor learning: A brain-computer interface for motor error detection, correction and memory consolidation” Technion – Israel Institute of Technology, Haifa, Israel. miriamr@ed.technion.ac.il Arnold Wilkins Optimising the design of text using simple algorithms Department of Psychology, University of Essex, Colchester, CO4 3SQ, UK, ORCID iD <https://orcid.org/0000-0002-9322-0461> Archil Kezeli, David Janelidze, Manana Khomeriki, Natela Lomashvili “McCollough effect as balance between perceptual uncertainty and color constancy mechanisms”, Laboratory of Vision Physiology, Ivane Beritashvili Center of Experimental Biomedicine, Tbilisi, Georgia akezeli@gmail.com Panakhova E.N., Hashimova U.N., Babayev Kh.,F. Visual uncertainty, amigdala and control of behavior. Institute of Physiology of National Academy of Azerbaijan, Baku elmirapanahova@rambler.ru Liliya Korralo, Svetlana Muravjova, Olga Schemeleva, Evgenii Shelepin Neurotechnologies: cognitive

behavioural therapy and virtual environments. Middlesex University, London, UK ; I.P.Pavlov Institute of Physiology Russian Academy of Sciences, St-Petersburg, Russia. Ikorallo@yahoo.co.uk Yu.Shelepin, N.Foreman*, K.Shelepin, L. Korallo*, S.Pronin, "Colorized Gollin incomplete figures test". I.P.Pavlov Institute of Physiology Russian Academy of Sciences, St-Petersburg, Russia.*Middlesex University, London, UK yshelepin@yandex.ru

General summary of the Symposium. The abstracts of the talks during the symposium "VISUAL UNCERTAINTY, SCENE RECOGNITION AND SPATIAL BEHAVIOR" 1. CONSCIOUS AND UNCONSCIOUS COMPONENTS OF INCOMPLETE FIGURE PERCEPTION N.Foreman, Yu.Shelepin, I.P.Pavlov Institute of Physiology Russian Academy of Sciences, St-Petersburg, Russia Middlesex University, London, UK The Gollin test was originally introduced by Eugene Gollin in the 1960s. It involved the presentation of line drawings that included more and more contour information (5%, 20%, 30% and so on), until the figure (elephant, umbrella) was successfully recognized by the participant. In the original version, cards were used but in a computerized version (Foreman and Hemmings 1987) pixel blocks accumulated on a screen so that the exact percentage of figure required for identification could be ascertained. In a personal communication to one of the present authors (NF) Eugene Gollin said that he had originally envisaged it (the card version) as a developmental test, and indeed data gathered using the computerized version showed that on first presentation, less and less contour was required for identification over the period 18 to 60 months of age. Learning is rapid and the percentage required drops substantially over 3-5 presentations. Recent forms of the test involve presentation of colored or 3-D images. In 1997-2010 we argued that rather than figural "completion", the test reflects the brain's potential to calculate the statistics of the signal and mask (occlusion) even though the mask is unconscious as it is in the traditional version of the Gollin test. The masking idea allows the measurement of the statistics of the texture, conscious and unconscious, including the prevailing levels of internal noise in the visual system and as such it

can be used potentially to diagnose forms of visual agnosia. The Gollin test can arguably be employed more widely to examine the effects of brain damage on visual form recognition. To examine this possibility further we have developed versions of the Gollin test using DOG and Gabor wavelet transformations (Chikhman et al., 2006). Foreman N, Hemmings R. The Gollin incomplete figures test: a flexible, computerized version. *Perception*. 1987;16(4):543-8 Chikhman V., Shelepin Y., Foreman N., Merkuljev A., Pronin S. Incomplete figure perception and invisible masking // *Perception*. 2006. Vol. 35. No. 11. P. 1441-1457. 2. THE SEEING OF COMPLEX SCENE DURING SACCADES Barabanschikov V.A., Zherdev I.Y. vladimir.barabanschikov@gmail.com, Institute of Experimental Psychology, Moscow State University of Psychology and Education, Moscow, Russia We studied the patterns of perception of complex ecologically and/or socially significant objects during rapid eye movements. We hypothesized that during a saccade the effect of "saccadic suppression" takes place. The experiments were conducted on a hardware and software complex based on the iViewXTM Hi-Speed 1250 video eye tracker (SMI, Germany). The participants were shown a colour face image (3.7°×6°) expressing one of the basic emotions, while performing a targeted saccade. Face image duration was 7-14ms; average duration of 10° saccades: 41±9ms; average speed: 224±36°/s. The saccades were initiated by a neutral stimulus, which disappeared immediately after the start of eye movements. The test objects were presented pseudo-randomly along the main horizontal line of the field of view, to the right and to the left of the central fixation point (0°, ±5°, ±10°). Results. The average probability of accurate identification of facial expressions during saccades for all stimulus situations is above chance (0.61). Expressions of happiness (0.81), fear (0.71) and disgust (0.62) are recognized most accurately. The result of the evaluation depends on the alternative choice. Poorly recognized expressions, as well as a neutral state, are better recognised in intermediate positions (±5°); the frequency of well-recognized expressions is distributed evenly across all egocentric positions; emotion of sadness is reliably recognized only in the centre

(0°). The evaluation of the visual direction of the face is different from the actual. Discussion. The results confirm the possibility of an adequate perception of complex objects when performing rapid eye movements. The recognition accuracy is several times higher than the frequency of detection of point light flashes or than the recognition of simple objects during saccades, but 15-20% lower than the recognition of basic emotions in normal conditions. The results allow to conclude that the perception of facial expressions can begin not only during a stable fixation, but also at the peak of the saccade speed (about 400°/s), both in the centre and on the periphery of the visual field. The idea of "saccadic suppression" as a possible mechanism regulating the perception of ecologically valid objects seems controversial. Supported by Russian Science Foundation, project №18-18-00350

3. ENHANCING MOTOR LEARNING: A BRAIN-COMPUTER INTERFACE FOR MOTOR ERROR DETECTION, CORRECTION AND MEMORY CONSOLIDATION Miriam Reiner Technion – Israel Institute of Technology Three components are embedded in relearning of motor skills: error detection and omission of motor errors from the motor pattern, repetitive training, and consolidation of the corrected motor execution. Here we suggest a model that consists of two brain-computer-interfaces processes, and a simple repetitive motor task in between. The outcome is a paradigm that includes a identification of EEG error signals that predict an upcoming or performed error. Once the signal comes up, an external robotic arm is employed to correct the motion. This is repetitive until full correct motion is achieved, and no EEG markers for error detection occur. The second stage is an independent free repetition of the motor act that validates the free ability to perform an act. Once the motor motion is finalized and found correct, a process of consolidation using neurofeedback for motor sequence consolidation is employed. In earlier work it has been shown that error potentials are associated with errors, but did not address the type of error. Recently it has been shown, that EEG signals are uniquely associated with error characteristics, suggesting a potential BCI system for error-tailored correction, rather than generic BCI. Thus the first stage of error

detection provides also a BCI loop for motor correction that fits the characteristics of the error, rather than a generic correction, one-fits-all, further suggesting a new paradigm of error correction BCI. This new paradigm targets personalized profile of error detection and correction. The third component relates to neurofeedback theta applied after motor learning. Results showed a significant effect of enhanced motor memory performance in the experimental group compared to the control groups. This paper describes a preliminary paradigm of motor rehabilitation: BCI error detection and enhanced motion accuracy, training and BCI for consolidation of the corrected motion.

4. OPTIMISING THE DESIGN OF TEXT USING SIMPLE ALGORITHMS Arnold Wilkins University of Essex, Colchester, UK Simple algorithms that assess the spatial periodicity of text can predict both the comfort and the speed with which text can be read. Ratings of discomfort from a wide variety of images are predictable from the extent to which the images are "un-natural", as assessed by fitting a 1/f cone to the two-dimensional Fourier transform. The size of the residuals in such a fit predicts discomfort from text, as reflected in the choices people make when adjusting i-Books. Reading speed can be predicted from the first peak in the horizontal autocorrelation of text. The higher the peak, the lower the reading speed because more time is required to re-align the eyes following a saccade. There are large differences between fonts as regards predictions of comfort and speed. Text for children is inappropriately designed: it gets too small too early in life, compromising reading speed and comprehension. In addition, appropriately selecting the background colour of text can sometimes facilitate reading. The reasons may be related to cortical hyper excitability and a consequent susceptibility to the spatial periodicity of text.

5. NEUROTECHNOLOGIES: COGNITIVE BEHAVIOURAL THERAPY AND VIRTUAL ENVIRONMENTS Liliya Korralo, Svetlana Muravjova, Olga Schemeleva, Evgenii Shelepin Middlesex University, London, UK ; I.P.Pavlov Institute of Physiology Russian Academy of Sciences , St-Petersburg, Russia lkorralo@yahoo.co.uk The aim of this study was

to evaluate the effectiveness of the application of neurotechnology with an interactive virtual environment for the correction of cognitive impairment in patients with schizophrenia and depression. We created a neurotechnology using virtual reality for the rehabilitation of patients with neurocognitive disorders. The virtual environment used at the second stage of the analysis represented a video of natural scenes that simulated a bike ride through the landscape with a varying relief completely synchronized with the movement of the patients. The observer's task included a thorough review of both spatial images (magnocellular-system) and separate objects (parvocellular-system) presented on the panoramic monitor, but also the fulfillment of the cognitive task. For example, focusing on individual video elements in order to search and account objects with certain characteristics set at the beginning of the session. The effectiveness of the methodology was assessed using the electrophysiological (cognitive visual evoked potentials).

Comparative analysis of evoked potentials amplitude during the perception of images, which filtered via digital filtration for selective effect on the magnocellular- (low frequency) and parvocellular- (high frequency) – channels of the visual system, was used. It was shown that in patients with schizophrenia and depression, exhibited a decrease in the amplitude of the components to stimuli filtered at high spatial frequencies and reduced contrast sensitivity at high spatial frequencies. The difference between these pathologies is the different localization of disturbances. In schizophrenia – the localization of disturbances in the occipital, parietal, central, frontal areas and the right temporal region. In depression – the localization of disturbances in the central parietal, central and frontal areas. According to the obtained data, activation of the parvocellular system was observed in patients of two pathologies after application to the visual system of interactive virtual environment. And also the improvement of the processes of concentration of attention, early sensory processing, working memory and in-depth analysis of information. Accordingly, this methodology using an interactive virtual environment can be effectively used in patients with neurocognitive disorders. 6.

McCOLLOUGH EFFECT AS BALANCE BETWEEN PERCEPTUAL UNCERTAINTY AND COLOR CONSTANCY MECHANISMS Archil Kezeli, David Janelidze, Manana Khomeriki, Natela Lomashvili Laboratory of Vision Physiology, Ivane Beritashvili Center of Experimental Biomedicine, Tbilisi, Georgia akezeli@gmail.com Our early investigations show that McCollough Effect (ME) elaboration causes shifts of spectral and pigment color discrimination thresholds as in normal, so in naturally and artificially color anomaly human subjects. So it was interesting to check if ME has any influence on color constant perception ability. For evaluating color constant perception rate there have been conventionally used the so-called Brunswick ratio, its modified version or the so-called constancy index. These approaches allow to indirectly measure the degree of constancy. For quantitative evaluation of constancy degree a diverse, relatively simple and closer to natural conditions method was used. This method, under conditions of alteration of illumination chromaticity in a given direction, allows determination of the parameters which can be used for assessing changes in functional state of color constancy mechanisms i.e. color constancy abilities. The data obtained in our experiments show that in the majority of individuals investigated (75%), following acquisition of the MCE, statistically reliable alteration of the "thresholds" of pigment color constant perception occurs. Present investigation once more indicates that ME generates significant shifts in functional state of color visual subsystem. These shifts according to our view are mainly realized by compensatory-correcting mechanisms, in particular, by color constancy mechanisms and data presented about alterations of the pigment color constant perception 'thresholds', due to elaboration of ME also speak in favor of this theory. 7. VISUAL UNCERTAINTY, AMIGDALA AND CONTROL OF BEHAVIOR Panakhova E.N., Hashimova U.N., Babayev Kh.,F. Institute of Physiology of National Academy of Azerbaijan, Baku Our electrophysiological results indicate the direct pathways from basolateral amygdala to the the Visual Cortex. The neurodegenerative process (Alzheimer's disease-AD) includes amygdala and Visual Cortex. The vision under uncertainty in this patients demonstrate suppression evoked

potentials amplitude. Natural antioxidants such as saffron (*Crocus Sativus*) and curcuma (*Curcuma Longa L*) growing in Azerbaijan we used to control of AD patient behavior. The aim of our work was to study the saffron and turmeric in neurogenesis and the rehabilitation of AD. Experiments were provided on old white rats (n=75). The spatial memory in the Morris water maze under standard conditions were studied. After the contraction of the latent period of the search for the invisible platform, surgical olfactory bulbectomy was initiated, causing an experimental analogue of AD. 50 rats were per os administrated by saffron extract, 25 –by curcuma solution. The saffron for 21 days immediately prior to the bulbectomy led to a significant lengthening of the period before the manifestation of the primary signs of cognitive impairment. In bulbectomied animals that did not receive saffron, memory impairment occurred 3 months after surgery, while in those who received saffron before bulbectomy all cognitive functions were maintained for 5.5 months. Another group of animals receive curcuma 3 months after surgery – during this period prolonged deterioration of spatial memory was observed and the rats again, like naive animals, could not detect the platform for a long time (120-180 s). After 6 days of curcuma administration, the latent period in these animals was reduced to 4-6 seconds with the first immersion in the water maze. The crocin, in saffron, is a good antioxidant that cane control of behavior, prevent and treat the visual behaving under uncertainty and curcumins (bimethoxycurcumin, disbimethoxycumin, and cyclocurcumin) have the ability to bind to beta-amyloid and there by restore neurogenesis and neurotrophic factor expression. These work has financial support from Science Development Fund under the President of the Republic of Azerbaijan. Grant EIF-BGM-3-BRFTF-2 + / 2017-15 / 10/3-M-08. 8. COLORIZED GOLLIN INCOMPLETE FIGURES TEST. Yu. Shelepin, S. Pronin, N. Foreman*, K. Shelepin, L. Korallo*, E. Shelepin, I. P. Pavlov Institute of Physiology Russian Academy of Sciences, St-Petersburg, Russia. *Middlesex University, London, UK. Foreman N. and

Hemmings R. (1987) developed a computerized version of the Gollin test formed from black and white images of incomplete contour figures, which provides a precise and versatile alternative to the original Gollin card version. This powerful test (S. Pronin version) has been widely used for a measuring of Gestalt perception, visual development, learning, memory, and signal to noise ratio investigations and as a clinical test to examine brain dysfunction at amnesic patients, brain injury. Usually Gollin test is not colored. Color version of has been recently proposed (S. Pronin and K. Shelepin et al., 2018). Famous Ishihara or Rabkin color tests paper cards, and Mollon, and Reffin computer-controlled color vision test (1989) consists of incomplete figures but with one level of completeness. Our New version of Color Gollin Test include colored digitized drawings of familiar objects were presented via computer, the percentage of the figure on the screen slowly increasing level of completeness from 0 to 100. Performance on the task improved markedly over three tests in all participants. Neurophysiological investigations of the mechanisms of incomplete contour figures recognition has been recently investigated (Shelepin et al., 2018). In our work we propose the Colorized Incomplete Figures Gollin Test, for experimental and clinical psychology. Our Test is a powerful instrument to measure perception of colored figures of different levels of figural completeness for Gestalt psychology. Foreman N, Hemmings R. The Gollin incomplete figures test: a flexible, computerized version. *Perception*. 1987;16(4):543-8. Shelepin K. Yu., Trufanov G. E., Fokin V. A., Vasil'ev P. P., and Sokolov A. V., "Digital visualization of the activity of neural networks of the human brain before, during, and after insight when images are being recognized," *J. Opt. Technol.* 85, 468-475 (2018). Mollon, J. D. and Reffin, J. P. A computer-controlled colour vision test that combines the principles of Chibret and Stilling. *Journal of Physiology*, 414, 5P(1989) Regan, B. C., Reffin, J. P. and Mollon, J. D. Luminance noise and the rapid determination of discrimination ellipses in colour deficiency. *Vision Research*, 34, 1279-1299(1994).

VISUAL UNCERTAINTY, AMYGDALA AND CONTROL OF BEHAVIOR

Elmira Panakhova

Ulduz F. Hashimova

Khanaga Babayev

K. Dzavadova

Institute of Physiology of National Academy of Azerbaijan (Baku, Azerbaijan)

Our electrophysiological results indicate the direct pathways from basolateral amygdala to the the Visual Cortex. The neurodegenerative process (Alzheimer's disease-AD) includes amygdala and Visual Cortex. The vision under uncertainty in this patients demonstrate suppression evoked potentials amplitude. Natural antioxidants such as saffron (*Crocus Sativus*) and curcuma (*Curcuma Longa L*) growing in Azerbaijan we used to control of AD patient behavior. The aim of our work was to study the saffron and turmeric in neurogenesis and the rehabilitation of AD. Experiments were provided on old white rats (n=75). The spatial memory in the Morris water maze under standard conditions

were studied. After the contraction of the latent period of the search for the invisible platform, surgical olfactory bulbectomy was initiated, causing an experimental analogue of AD. 50 rats were per os administrated by saffron extract, 25 –by curcuma solution. The saffron for 21 days immediately prior to the bulbectomy led to a significant lengthening of the period before the manifestation of the primary signs of cognitive impairment. In bulbectomied animals that did not receive saffron, memory impairment occurred 3 months after surgery, while in those who received saffron before bulbectomy all cognitive functions were maintained for 5.5 months. Another group of animals.

ABILITY AND GIFTEDNESS: DIAGNOSIS AND DEVELOPMENT

Elena Volkova

Institute of Psychology, Russian Academy of Science (Moscow, Russia)

Abstract body. ABILITY AND GIFTEDNESS: DIAGNOSIS AND DEVELOPMENT Chairs Elena Volkova (Russia, Moscow, IP RAS) William Sulis (Canada, Ontario, McMaster University) Speakers: D Shadrikov V.D. (Moscow, Russian Academy of Education, National Research University "Higher School of Economics"). The systemogenesis of giftedness. D Volkova E.V. (Russia, IP RAS). Diagnosis and development of conceptual experience as the basis of general and special giftedness. D Trofimova Irina (McMaster University, Ontario, Canada). Towards a taxonomy of neurochemically-based individual differences in giftedness. D William Sulis (Collective Intelligence Laboratory, McMaster University, Ontario, Canada). What models of Collective Intelligence can tell about nature of intelligence D Olievero Ph. (France, University of Sorbonne), Ozhiganova G.V. (Russia, IP RAS).

Spiritual abilities as a resource of mental well-being. The symposium "Ability and Giftedness" provides a unique opportunity for scientists and all who are interested to discuss major themes and challenges of theoretical research as well as practical implementations.

Press paragraph. William Sulis, M.D. (psychiatry), Ph.D. (mathematics), Ph.D. (theoretical physics). He is a President of the Society for Chaos Theory in Psychology and Life Sciences. He is on the Editorial Board of the journal "Nonlinear Dynamics in Psychology and Life Sciences". His areas of expertise are collective intelligence, neurochemical systems regulating human behavior, mathematical methods and their use in psychology. Vladimir Shadrikov, Doctor of Sciences (Psychology). He is Academician of the Russian Academy of Education. He is on the

Editorial Board of the "Journal of the Higher School of Economics", "Psychological Journal", "Psychology issues". His areas of expertise: psychology of activity and abilities, problems of education content, evolution of thought (cultural and historical aspect, ontology of thought, thought and cognition). Irina Trofimova, Ph.D. (Psychology). She developed a class of stochastic models called Ensembles with Variable Structures (EVS), the theory of diagonal evolution in complex systems studies, and the neurochemical model Functional Ensemble of Temperament (FET). Her activities were awarded by two grants from the NATO Scientific Committee, Russian Fund for Fundamental Research and Russian Humanitarian Science Fund. Elena Volkova, Chemistry (MD), Doctor of Sciences (Psychology). She is the author of the DI-theory of special abilities. Her areas of expertise are ability, giftedness, intelligence, creativity, mechanisms of development, Intelligent Systems and Technologies. Her activities were awarded by two grants from Russian Science Foundation. Philippe Olivier, Doctor in Social Sciences and Social Psychology. The focus of his actual researches concerns the Cognitive Modeling of levels (metacognition, cognition, incarnation) of subjectivation and intersubjectivation as a psychosocial and spiritual resource. Galina Ozhiganova, Philology (MD), PhD (Psychology). His areas of expertise are Psychology of spiritual capacities.

She was a vice-editor in chief of the Psychological Review – the Journal of Russian Psychological Society. She proposed a psychological model of spiritual capacities and new ways to study them. Her activities were awarded by two grants from Russian Science Foundation.

General summary of the Symposium. Main issues: D How to determine the ability and giftedness? D What are the changes in abilities

during the age development? D What are the mechanisms that ensure the integration of abilities into giftedness? D What are the stages of development of giftedness? From the point of view of Chaos Theory, Prof. Sulis raises the question of what collective intelligence can tell us about intelligence. Based on empirical research, Prof. Shadrikov shows that giftedness appears as a metasystemic quality and it has, like abilities, three dimensions: the natural capability of the individual, the capability of the subject of activity, and the capability of the personality. Prof. Trofimova, addressing the issue of the natural foundations of giftedness, in the context of the Functional Ensemble of Temperament (FET) describes the roles of main neurotransmitter, hormones and neuropeptide systems in regulation of temperament traits and abilities. Dr. Volkova, based on the DI-theory of development, reveals the mechanisms and stages of chemical giftedness development. Dr. Oliviero & Dr. Ozhiganova consider spiritual capacities as a mental resource for the development of giftedness. Invited Speakers: 1. Dr. Vladimir Shadrikov. Academician of the Russian Academy of Education; Higher School of Economics, Research Professor at the Faculty of Social Sciences; Russia. 2. Prof. Irina Trofimova. A Senior Researcher and an Adjunct Professor in Department of Psychiatry and Behavioral Neurosciences, McMaster University, Canada. 3. Dr. Elena Volkova. The Head of the Laboratory of Psychology of Abilities and Mental Resources, IPRAS; Russia. 4. Prof. William Sulis. Director of the Collective Intelligence Laboratory, McMaster University, Canada. 5. Dr. Philippe Olivier, Doctor in Social Sciences and Social Psychology at the University of Sorbonne, France: +33 6 64 00 56 70; oliviero.philippe@gmail.com 6. PhD. Galina Ozhiganova. A senior researcher in the Laboratory of Psychology of Abilities, IPRAS, Russia.

DIAGNOSTICS AND DEVELOPMENT OF CONCEPTUAL EXPERIENCE AS THE BASIS OF GENERAL AND SPECIAL GIFTEDNESS

Elena Volkova

*Institute of Psychology, Russian Academy of Science
(Moscow, Russia)*

The main disadvantage of psychometric approach to the assessment and development of general and special giftedness is that it does not allow us to move from the level of split analysis to the understanding of the holistic nature of giftedness. We believe that DI-approach to the study of giftedness can be a worthy alternative to the psychometric one. The main issue of our research was to discover the ontological nature of concept "substance" which from inside determine the essence of giftedness in chemistry and explain to us the peculiarities of interaction between general and special abilities in the structure of individuality. Research design consisted of three series of studies (two formative and comparative experiments). The diagnostic complex included the assessment of concept "substance", chemical abilities,

intelligence, creativity, field dependence/independence, and temperament. The data obtained revealed: 1) concept formation leads to an increase in the speed, accuracy and easiness (in terms of decreasing of EEG power spectrum) of solving chemical problems; 2) purposeful concept formation leads to the development of intelligence; 3) the formation of the detailed level of the concept "substance" determines successfulness in real professional activity of chemists; 4) there are intellectual thresholds for success in chemistry: (a) $IQ < 110$ (WISC) – intelligence determines success; (b) $IQ > 130$ – chemical abilities define success; 5) the higher is the level of concept organization, the higher is the level of intelligence, creativity, field independence, and successfulness in real professional activity of chemists.

TOWARDS A TAXONOMY OF NEUROCHEMICALLY-BASED INDIVIDUAL DIFFERENCES IN GIFTEDNESS

Irina Trofimova

McMaster University (Ontario, Canada)

When discussing neurophysiological systems underlying consistent individual differences, such as giftedness, abilities or temperament, a prominent focus on neuroanatomic systems regulating human behavior often overshadows the very important role of neurochemical systems, such as neurotransmitters, hormones, and neuropeptides. This presentation summarizes the contributions of neurotransmitter and neuropeptide systems regulating consistent aspects of behaviour that emerge as abilities and temperament traits. The review of main models of human taxonomy, including 30 main temperament and personality

models shows a convergence of experimental research in psychophysiology, kinesiology and clinical neuropsychology and functional neurochemistry. This convergence leads to functional ecology perspective considering the development of the structure of adult temperament as a result of certain functional properties of the tasks and activities of adults. The roles of main neurotransmitter, hormones and neuropeptide systems in regulation of consistent (temperament) traits and abilities will be discussed in the context of the Functional Ensemble of Temperament (FET) framework.

WHAT DOES COLLECTIVE INTELLIGENCE TEACH US ABOUT INTELLIGENCE?

William Sulis

McMaster University (Ontario, Canada)

Collective intelligence is ecologically salient, adaptive behavior, expressed by a collective of individual agents, in the absence of any central authority. It occurs in the presence of uncertainty and pluripotentiality and can reasonably be viewed as a form of decision making. Collective intelligence arises in an emergent manner from the interaction between the collective and its environment. It is intelligence without representation and without explicit goals. As such it is a form of non-rational decision making even though its outcomes are significant for the survival of the collective. Some collective intelligence systems can approximate rational decision strategies such as the weighted additive

strategy. The archetypal naturally occurring example of a collective intelligence is the social insect colony. Collective intelligence approaches have been used in emergent computation architectures. This presentation will illustrate the range of decision making strategies that have been observed in natural collective intelligence systems using examples from social insects. Several formal approaches to modeling and explaining collective intelligence decision making, such as phase transitions, broken symmetries and transient induced global response synchronization will be discussed. Implications for computational architectures will also be explored.

ABILITIES FOR ENTITIES SUBJECTIVATION AND SPIRITUAL CAPACITIES AS A MENTAL RESOURCE

Philippe Oliviero

University of Paris Sorbonne (Paris, France)

Galina Ozhiganova

Institute of Psychology, Russian Academy of Sciences (Moscow, Russia)

Abilities and giftedness linked to the metacognition of the plurality of knowledge of the subjectivity help to develop mental and spiritual resources. Spirituality should be involved in the adaptation to the orientations and the variations of subjective and intersubjective life at all stages and in all practical components of human existence (education, cultural and professional activities, social relations, feeling of existence, health). Predisposition to the manifestation of spiritual capacities is inherent in all people. The basis of spiritual capacities is a moral-value component,

associated with higher moral capacities of the people and their main life values and meanings. The instrumental component of spiritual capacities is represented by higher reflexive, self-regulatory, and other higher capacities. A specific component of spiritual capacities is the transcendental component related to the capacity for transcendence. Spiritual capacities are a powerful mental resource of personal development. The study was supported by RSF grant (project № 18-18-00386), Institute of Psychology RAS.

THE SYSTEMOGENESIS OF GIFTEDNESS

Vladimir Shadrikov

National Research University Higher School of Economics (Moscow, Russia)

In this paper the processes of systemogenesis of giftedness are being considered. The understanding of giftedness as an integral manifestation of abilities for the purposes of a specific/particular activity, acting as a systemic quality of the subject of activity, having an individual measure of expression/severity, developing in activity and manifested in the qualitative originality of its implementation, is substantiated. Based on empirical research conducted by the author there were reviewed and given the answers to the questions: How to

understand the ability? What are the mechanisms to ensure the integration of abilities into giftedness? How does the value of each ability change in the processes of interaction with other abilities? What are the stages of formation of giftedness in activity? It is shown that giftedness, as well as abilities, has three dimensions: the natural giftedness of the individual, the giftedness of the subject of the activity and the giftedness of the personality. In noted dimensions the giftedness acts as metasystem quality.

SEXUALITY AND SOCIAL RELATIONSHIPS IN OBSESSIVE-COMPULSIVE SPECTRUM PHENOMENA

Andrea Pozza

Davide Dèttore

Casale Silvia

University of Florence (Florence, Italy)

Abstract body. Modern conceptualizations grouped a family of conditions (body image/eating disorders, among others), called as Obsessive-Compulsive Spectrum, based on similarities with Obsessive-Compulsive Disorder (OCD), such as repetitive preoccupation, compulsive behaviours, key emotion (disgust). Sexuality encompasses all erotically significant aspects of social life (eg, attractiveness, relationships, identity) essential to self-value. Sexuality and social relationships are understudied in OCD spectrum research. With the 21st century changes in communication system, problematic social media use, sexuality and intimate relationships have become vulnerability/maintenance factors of OCD-like phenomena and a target of intervention. In the present symposium, Professor Casale discusses two experiments providing causal evidence about social media use, body image, and sexual attractiveness in undergraduates. Professor Dèttore discusses the role of attachment in sexual response in OCD. Dr. Pozza focuses on personality traits in partner-/relationship-centered obsessive thinking in Lesbian-Gay-Bisexual people. Implications are addressed for understanding etiological mechanisms, psychotherapy and prevention.

Press paragraph. Professor Dèttore is Associate Professor at University of Florence. He is a CBT psychotherapist and a sexologist. He has published papers in peer-reviewed journals and books on Obsessive-Compulsive disorders, CBT, and sexology. Professor Casale, Ph.D., is Associate Professor at University of Florence. She is a clinical psychologist and Director of the Health Psychology Lab at University of Florence. She has published papers in peer-reviewed journals and books on Health Psychology, problematic Internet use/Addiction, and

personality. Dr. Pozza, Ph.D., is a research fellow at University of Florence and a CBT psychotherapist. He has published papers and book chapters on Obsessive-Compulsive disorders and CBT. The symposium focuses on sexuality and social relationships in OCD spectrum conditions. Professor Casale discusses two experimental studies providing causal evidence about the association between social media use, body image investment, and perceived sexual attractiveness in undergraduates. Professor Dèttore discusses a study about the role of the attachment styles in sexual response in OCD. Dr. Pozza focuses on personality traits in partner- and relationship-centered obsessive thinking in Lesbian-Gay-Bisexual people. The authors address the implications of these findings in terms of development mechanisms of OCD-like phenomena, psychotherapy and prevention.

General summary of the Symposium. Modern conceptualizations grouped a family of psychological conditions, called as Obsessive-Compulsive Spectrum phenomena, based on their similarities with Obsessive-Compulsive Disorder (OCD) in terms of repetitive thinking, preoccupation, doubting and/or compulsive behaviours (e.g., reassurance seeking/checking), as well as their key emotions (disgust, shame), illness course, and treatment response similar to OCD. OCD spectrum conditions include body image disorders, eating disorders, among others. Such similarities were supported by empirical research on community and clinical samples. Sexuality is a broad concept encompassing all erotically significant aspects of social life, including desires, attractiveness, practices, relationships, and identities. It has a key role in the development of the individual's self-value. Although the content of the obsessive

preoccupations may vary across the conditions, being related to different domains (e.g, body image, physical health, intimate relationships), OCD spectrum conditions share a common vulnerability root, in which self-value is based on social life. Sexuality is understudied in OCD spectrum research. Along with the 21st century changes in the communication systems, problematic social media use, sexuality and intimate relationships have become vulnerability/maintenance factors of OCD-like phenomena and a target of the intervention. The current symposium focuses on sexuality and social relationships in OCD spectrum conditions. The presentation by Professor Casale discusses two experimental studies providing causal

evidence about the association between social media use, body image investment, and perceived sexual attractiveness in large undergraduate samples. Professor Dèttore discusses a case-control study about the role of the attachment styles in excitation/inhibition sexual response in OCD. Dr. Pozza focuses on DSM-5 personality traits in partner- and relationship-centered obsessive thinking in Lesbian-Gay-Bisexual people. The authors focus on the implications of these findings in terms of development mechanisms of OCD-like phenomena, psychotherapy and prevention. Research gaps/directions are addressed about the role of sexuality/social relationships in OCD spectrum development, treatment, and prevention.

DSM-5 PERSONALITY TRAITS AND PARTNER- AND RELATIONSHIP-CENTERED OBSESSIVE THINKING IN LESBIAN-GAY-BISEXUAL SEXUAL ORIENTATION

Andrea Pozza

Davide Dèttore

University of Florence (Florence, Italy)

Guy Doron

Interdisciplinary Center Herzliya (Herzliya, Israel)

Recent research has identified two new forms of Obsessive-Compulsive Disorder (OCD), Partner- and Relationship-centered OCD (ROCD) having a detrimental impact on the quality of intimate relationships. The first one includes preoccupation, checking, and reassurance seeking behaviors relating to one's partner's perceived flaws in domains of physical appearance, sociability, morality, emotional stability, intelligence, and competence. The second one includes obsessions, checking, and reassurance seeking behaviors centered on an individual's feelings towards his/her partner and the "rightness" of their relationship. The role of personality traits in ROCD phenomena is understudied. The Lesbian-Gay-Bisexual (LGB) population was found to be a vulnerable subgroup with maladaptive personality traits as compared with heterosexual people. No research focused on ROCD thinking in this subgroup. The current study explored the role of DSM-5 personality trait domains in Partner- and Relationship-centered obsessive thinking in a LGB group, controlling for vulnerability/maintenance cognitive factors of obsessive thinking (i.e., obsessive beliefs). 95 individuals with LGB sexual orientation were recruited from the general population (mean age= 27.25, SD= 8.12, range= 18-57; 69.50% females). 62 (65.30%)

were lesbian or gay and 33 (34.70%) bisexual. The Personality Inventory for DSM-5 Adult, the Obsessive Compulsive Inventory-Revised (OCI-R), the Obsessive Beliefs Questionnaire-46 (OBQ-46), the Partner-focused Obsessive Compulsive Inventory (PROCSI), and the Relationship-focused Obsessive Compulsive Inventory (ROCI) were administered. The participants were included if self-reporting an intimate relationship (mean relationship duration= 3.50 months, SD= 4.50). Higher scores on the OBQ-46 Responsibility for Omission ($\beta = 0.30$, $t = 3.14$, $p < 0.01$) and on the PID-5 Antagonism ($\beta = 0.27$, $t = 2.85$, $p < 0.01$) predicted higher scores on the PROCSI. Higher scores on the OBQ-46 Importance of Thoughts ($\beta = 0.30$, $t = 2.97$, $p < 0.01$) and on the PID-5 Psychoticism ($\beta = 0.21$, $t = 2.06$, $p < 0.05$) predicted higher scores on the ROCI. Antagonism personality traits and Responsibility for Omission beliefs seem to be associated with partner-centered obsessive thinking. Metacognitions related to excessive importance of thoughts and Psychoticism personality traits seem to be specific to relationship-centered obsessive thinking. Such personality trait domains may be the focus of the intervention with ROCD thinking. Clinical implications are discussed. Future investigations using clinical samples are required.

ATTACHMENT STYLES AND SEXUAL RESPONSE IN OBSESSIVE-COMPULSIVE DISORDER: A MATCHED COMPARISON WITH HEALTHY CONTROLS

Andrea Pozza

Davide Dèttore

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There is a lack of knowledge on the clinical predictors of impaired sexual response in OCD, including inhibition and excitation. Attachment style may be associated with impaired sexuality. The present study examined the role of the attachment styles in excitation/inhibition sexual response in patients with OCD, controlling for obsessive beliefs. 41 patients with OCD [mean age = 34.51, DS= 9.75; 15 females (36.60%)], were matched for sex and age with 41 participants drawn from the general population, who did not report clinically significant OCD. The Attachment Styles Questionnaire (ASQ), the Obsessive Beliefs Questionnaire-46 (OBQ-46) and the Sexual Inhibition and Sexual Excitation Scales (SIS-SES) were administered. Multiple linear regression analyses were performed by including the scores on the OCI-R and the ASQ as predictors and those on the SIS-SES as outcomes. As compared with controls, patients with OCD reported higher scores on the ASQ Need for Approval (Mann-Whitney U= 426, $p<0.001$) and ASQ Preoccupation with Relations (Mann Whitney U= 509.50, $p<0.01$) and lower on the SIS-SES Type 1 Inhibition scale (Mann

Whitney U= 297.50, $p<0.01$) and SIS-SES Type 2 Inhibition (Mann-Whitney U= 626, $p<0.05$). No difference was found on the other ASQ scales and on the SIS-SES Excitation scale. In the group with OCD, higher scores on the ASQ Need for Approval predicted lower scores on SIS-SES Type 1 Inhibition ($B= -0.04$, $p<0.01$), suggesting that patients having an attachment style based on need for approval have stronger sexual inhibition related to fear of failure or not satisfying the partner's expectations. Higher scores on the OCI-R Contamination/Washing scale predicted lower scores on the SIS-SES Type 2 Inhibition ($B=-0.04$, $p<0.05$), suggesting that those patients having less severe contamination/washing symptoms have stronger sexual inhibitions related to the physical context where the sexual activity may occur and to the potential psycho-social consequences of sex (transmission of diseases). This is the first study investigating the role of attachment in sexual response in OCD. Inhibition seems relevant to OCD. Attachment based on need for approval and contamination/washing symptoms are associated with inhibition and may be a target of the intervention.

DOES INSTAGRAM USE AFFECT BODY IMAGE INVESTMENT AND PERCEIVED SEXUAL ATTRACTIVENESS? PRELIMINARY EXPERIMENTAL RESULTS

Giulia Fioravanti

Casale Silvia

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Among social media, Instagram (Ig) is unique in that it is purely dedicated to the posting and sharing of photos and it allows users to manipulate their photographs in a more visually appealing manner. For this reason, Ig use has received attention from body image researchers since 2010. The current presentation aims to build upon previous studies on the effects of Ig use on body image by including a multidimensional view of body image and providing through two experimental designs evidence for causal interpretations about the association between social media use and body image. A pre- and post-test design was performed with 608 undergraduate students (72.7% F; mean age: 22±2.12) randomly assigned to view either a set of Ig fit inspiration images (experimental group) or a control set of travel images (control group). Results show that one-time exposure to fit inspiration images led to decreased sexual attractiveness [$F(1, 606) = 5.79$,

$p = .02$, $\eta^2 p = .01$]. This effect was obtained only among females ($t_{232} = 3.12$, $p = .002$, $d = .20$). In the second study, 30 undergraduates (mean age: 23.40 + 1.51; F = 50%) were asked to open an Ig account and exposed to 15 attractive same-sex images for a week. They were compared with a same-age non-exposed control group ($n = 30$; mean age: 22.67 + 1.58; F = 50%). Results show that one-week exposure to attractive image on Ig increased self-evaluative salience of appearance among females ($t = -2.507$, $p < .05$); no significant differences were found between the experimental and the control group on body dissatisfaction after one-week exposure. Present findings build upon previous research by 1) highlighting the negative effects of viewing ideal images on specific body image dimensions among females and 2) extending previous results about media effects on physical attractiveness into a new media format (i.e. Ig).

POSITIVE SOCIALIZATION: PERSONAL FACTORS AND SOCIAL RISKS

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Abstract body. The phenomenon of socialization continues to be one of the most popular ones with researchers studying psychology, sociology, pedagogics and political sciences. Socialization is seen as continuous interaction between an individual and the society. Young people represent the main strategic resource of the society's reproduction and constitute a considerable innovative potential. The presented within symposium studies tend to provide complex interdisciplinary approach to the phenomenon of positive socialization, which allow for increasing potential of our society. In practical psychological work it is very important to emphasize the process of personal awareness of the deeper aspects of one's inner world and one's true, authentic nature, taking responsibility for one's life, when the subject becomes its creator. Theoretical grounds and practical tools will be considered that allow individual to reach awareness of his/her own authenticity and positive socialization in society, contributing to increasing the quality of collective wellbeing.

Press paragraph. The absence of a socialisation standard defined as the result of successful socialisation which enables individuals and the society to recreate socialities, social relations and cultural values and ensure their further development. In the current environment of fast changes and social transformation shared ideals lose their universal nature and new behaviour models and styles emerge, so the socialisation standard is transformed. In the environment of changing society the relations between particular people and various social institutions, which are often in a crisis, get weaker; existing characteristics of social personality types become less definite. It is quite common that the functions and roles assigned to an individual and the ones they actually perform are not the same. This contradiction is harmful not only for young for young people, but all generations. The qualified speakers from the leading universities

(state and private) of Russia, Brazil and Belorussia will present the outlined problem and possible solutions to prevent negative aspects that can trigger the development of digressing socialisation in the situation when the space for independent decision-making is expanding.

General summary of the Symposium. The development of today's youth takes place in the turbulent social and economic environment. Delayed social maturity, social infantilism, learned helplessness, emotional numbness and detachment are the social phenomena that represent dysfunction of socialization of youth. Today we need new studies on the content of the positive and negative influence of the environment on the development of a personality and psychological mechanisms of positive socialization. The concept of positive socialization is a relatively new concept and it has not been fully defined. Traditionally the term socialization implies a double-sided process of assimilation of social experience of the society the particular person belongs to and active reproduction and buildup of social ties and relations system. Although the attitudes to this concept have changed as have the role and the status of a person in the life of a society.

Positive socialization can be considered as a bidirectional process and phenomenon – mastering prosocial behaviour, social roles, norms and cultural traditions and subjective mental wellbeing (Volkova et al, 2016). The symposium will consider the outcomes of different social, psychological counseling and educational project, which can be introduced as technologies of positive socialization. As well as recent research in these areas will be presented. In particular there will be discussed the issues of new approaches in career counseling for stimulating the process of positive socialization; the development of the entrepreneurial mindset and behavior as technology for achieving positive

socialization; socio-psychological parameters of a person's safe prosocial behavior; discrepancies between the declared value system and its actualization in real behavior for young people

actively involved in social networking; psychological well-being and authenticity as the basic parameters for an active subjective position of the socialising personality.

NATIONAL-CIVILIAN IDENTITY IN THE SOCIO-CULTURAL IDENTIFICATION OF YOUNG STUDENTS

Shmeleva Elena

Pavel Kislyakov

Russian State Social University (Moscow, Russia)

The issue of socio-cultural identification acquires a new interpretation today when the rapid social changes trigger changes in social relationships. The new epoch is characterized by such features as globalization, digitalization, inter-ethnic and inter-confessional conflicts, ambivalent concepts about passionarity and an explicit expression of uncertainty in understanding the goals and the trends of society development. The burning issue today is what are the conditions in which socio-cultural identification becomes a regulator of social stability and a means of forming a person's resistance to socio-cultural threats? In this work we shall consider socio-psychological regularities of socio-cultural identification of young students in the context of national-civilian identity. In the first stage of the study, interviews were conducted with students (N=384). Analysis of the interviews revealed a list of socio-cultural needs of young students. The collected data formed the basis for a questionnaire, "Socio-cultural needs of youth". In the second stage, 341 students were surveyed using questionnaire and testing ("Personal and social identity" by A.A. Urbanovich). The results of factor analysis made

it possible to establish the fact that one of the main socio-cultural needs of the Russian youth is the national-civilian identity. In the third stage using the correlation analysis, we have carried out a research on the connection of socio-cultural needs with personal and social identity of the student youth. The needs for national-civilian identity are associated with a sense of patriotism, which maintains desire to develop one's homeland, and bolster connections with it, which manifests itself in his professional activities. The socio-cultural needs for national-civilian identity are interconnected with identity in its professional role, identity of oneself as a subject of market relations, identity with the inner world, identity with health, identity with the social role in the family, identity with the social roles in society, identity with notions about the future of the self, and identity with social status in society. The formation of civilian attitudes and patriotism in youth and of the socio-cultural identity will resolve the creed crisis, and revive the respect for the state, society, family, and national cultural heritage. The study was supported by RFBR, project 18-413-370002.

ORTHO-SUBJECTIVE APPROACH IN CAREER COUNSELING FOR SOLVING THE PROBLEMS OF POSITIVE SOCIALIZATION

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Only harmonious personality can make in a natural way a true independent and conscious choice of a professional path. The experience of positive socialization within socially significant work activities provides a reliable support for this process. The purpose of the Ortho-Subjective Approach in career counseling is the holistic scientific examination of a person's lifedesign in terms of interdependence of proper personal and professional development. The client in the career development sessions is trained to introspect personal life experience in order to be able to identify and prevent negative trends. The sample of the experimental study is comprised of people, aged 14-58 (N=420), clients of the Center for Psychological Counseling (based in Moscow), which specializes in occupational and vocational guidance, providing means to individual in solving problems related to occupational choice and building professional path in general. The study design was based on the understanding of personality as a system of psychodynamic relations between the external world and internal reality, determined by eight group of factors: parental family, reference group, mentoring, natural aptitudes, abilities, level of aspirations,

model of the world of professions (about fifty thousand descriptions), and awareness of connections between all these factors. The factor analysis revealed the role of each factor in the images of the real and ideal situation of personal and professional development. The results of acceptance of personal and vocational self-determination have demonstrated that 90% of the respondents accept short-term (32-36 hours) personal and vocational training, and only 10%, regardless of age, are ready to be seriously engaged in in-depth courses on increasing personal efficiency. Practical outcome of the experiment involve the possibility to develop special targeted training courses at the early stages of personal development and vocational guidance (beginning from high school), which should include self-knowledge and self-awareness courses as well as courses targeted to the development of the vocational and occupational identity, allowing for positive socialization of young people. Special emphasis within these programs should be made on developing self-orientation skills in vocational guidance.

DEVELOPMENT OF THE ENTREPRENEURIAL MINDSET AND BEHAVIOR BY THE MEANS OF AN ENTREPRENEURIAL EDUCATION

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Ricardo Schaefer

Faculdade Antonio Meneghetti (Recanto Maestro, Brazil)

Daria Sklemina

Russian Social State University (Moscow, Russia)

The interest in the entrepreneurial mindset has grown significantly over the last years, stimulating new studies. In the uncertain decision contexts of the modern society, we consider the development of the entrepreneurial mindset in young people to be one of the efficient strategies to increase their positive socialization in the future. The purpose of the presented study was to analyze the development of the entrepreneurial mindset in undergraduate students and professors of a private university in Brazil. Entrepreneurial mindset can be defined as cognitive adaptability (the ability to be dynamic, flexible, and self-regulating) in one's cognitions given dynamic and uncertain task environments (Michael Haynie, et al, 2010). The first step, pilot research, identified the faculty members who, from the students' point of view, develop unique activities in the classroom. There were selected and interviewed about the specifics of the education process the most frequently mentioned professors from each course. The content analysis was applied to process the data obtained. The second – quantitative – stage included interviewing students and professors (N= 439) using the following instruments: questionnaire of entrepreneurial behavioral

characteristics (McClelland et. al., 1987), test 'Forma Mentis' (Mencarelli, 2014). Finally, the triangulation of the data was executed. The results' analysis of both stages revealed the key characteristics of the entrepreneurial education, the specific roles and duties that students and professors assume and the new didactic pedagogical methodologies and practices aimed at the entrepreneurial formation, based on the recent developments in psychological science. There were identified and described the dimensions of the entrepreneurial mindset and the characteristics of the entrepreneurial mindset and behavior (related both to professors and students). As the study showed, the entrepreneurial education should not only be oriented to the transmission and acquisition of knowledge, but also aimed at treating entrepreneurship as a way of being, knowing and doing that is a new spectrum of competencies for young people entering the labor market, a re-connection of practical experience with the process of acquiring knowledge. This represents an emerging priority for the higher education systems in today's world and a prerequisite for positive socialization of youth within society.

SOCIO-PSYCHOLOGICAL PARAMETERS OF A PERSON'S SAFE PROSOCIAL BEHAVIOR

Pavel Kislyakov

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The social institutions face the problem of forming a safe prosocial behavior of young people oriented towards welfare of the society and fostering the abilities to withstand social risk factors. The aim of our research was to establish socio-psychological parameters of a person's safe prosocial behavior under conditions of actualization of national interests and socio-cultural transformations of society. The theoretical and methodological basis of the study was the theory of social norms of prosocial behavior. The study covered young specialists and representatives of socio-economic professions (psychologist, social worker, teacher, health professionals) (N=214). At the first stage, by using the focus-group method, a list was made of likely characteristics and motives (indicators) for a person's safe prosocial behavior. At the second stage, by using a method of classifying by results of ranging the proposed qualities and motives, 30 (thirty) outstanding ones were singled out. In processing the empirical data a method was used elaborated by P. Vergers for analyzing the structure of social notions. The basic notions of a person's safe prosocial behavior the following

groups: 1) conformism, need for social approval, orientation toward values of collective wellbeing, etc.; 2) social responsibility, devotion to national and cultural traditions, political maturity and others; 3) communication skills, an ability to establish social contacts, orientation to development of social capital, a need for contact with other people, etc.; 4) resilience, psychological wellbeing, tolerance of uncertainty, adaptability; 5) moral stance, humanistic attitude to the world, position of non-violence, etc.; 6) mercy, spirituality, faith in God. The factor analysis made it possible to bring together socio-psychological parameters of a person's safe prosocial behavior based on six components: social identity, social responsibility, social capital, psychological safety, religiousness. Thus, the formation of a person's safe prosocial behavior must ensure integration of social competences and socially significant qualities and motives into a single system that determines a person's readiness for performance of actions benefitting another person and the society in general in terms of its social safety. The study was supported by RFBR, project 18-313-20001.

CULTURAL-DIALOGIC METAPERSPECTIVE OF POSITIVE SOCIALISATION: THE ASPECT OF VALUES SIMULACRAZATION

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The problem of positive socialization and its mechanisms definition are analyzed from the position of authors cultural-dialogic interdeterminist metatheory of psychological knowledge integration (Yanchuk, 2018). Psychological phenomenology is considered as heterogeneous dynamic nonlinear systems approach position. The idea of four-dimensional continuity of psychological phenomenology is grounded, the system-forming universal basis of which is proposed culture, functioning as the acculturation process central mechanism, as well as the orientation and value-normative behavior regulator and orientation matrix of its interpretation, integration, coordination and sanctioning. As the system functioning central mechanism is proposed cultural-dialogic interdetermination, standing in the basis of the heteroqualitative natures, psychic spheres and behavior determinants dialogical interaction, providing integral functioning balance, through finding and developing mutually acceptable co-existence compromises and optimums. Attention is focused on transitions in the process of acculturation from one quality to another and the psychological conditions of its provision in the youth socialization process. By the introduced theoretical background where investigated the problem of youth value

simulacrazation (separation sign from reference) (Baudrillard, 1981) from real life behavior.

Through combining quantitative (Schwartz Value Survey) and qualitative methods (narrative analysis) using parallel methodological triangulation on a sample of 650 young people actively involved in networking, Instagram explored the relationship between the declared value system and its actualization in real behavior. The age of respondents varied between 12 and 18 years with a mean age of 14.8 (SD D 1.64). The results of the study showed a clear disagreement of the declared value system and its actualization in real life situations in persons with high ego-involvement in networking. For the present studies, we used the Statistical Package for the Social Sciences (SPSS 23.0) and a p-value of .05 (two-sided) to detect significant effects. High ego-involvement in networking were negatively correlated, $r(171) = -.22, p = .005$. This group of informants showed a pronounced tendency to avoid real interpersonal relationships, which are environmentally friendly indicators of the regulatory function of values. Moreover, this is in the presence of positive correlations with the results of passing test measurements – the structure of positive values were positively correlated, $r(171) = .36, p < .001$.

PROGRAMS OF PROFESSIONAL RETRAINING IN PSYCHOLOGY AS A TOOL FOR ACHIEVING PERSONAL AND SOCIAL WELL-BEING

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Victoria Dmitreiva

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Just knowing about the outside world is not enough to make the right choice; one needs to get to know oneself, one's abilities and possibilities. Therefore the process of socialisation requires an active subjective position of the socialising personality. Modern information age puts people in a position, which requires constant renewal and updating of the knowledge system, skills and previously acquired competence. This is confirmed by our studies conducted in Russia, the CIS, Europe and Latin America, which show that leaders-entrepreneurs uphold the values of development; their prevailing value orientations are those of "achievement", "stimulation" and "self-sufficiency". Over a half of the respondents named education and personal development among their principal investment directions. Based on more than 20-years experience of running professional retraining program in psychology for the international audience, it can be emphasized that a key success feature of such programs is integration of psychological knowledge with business, politics, economics and other areas. When assessing the results of the program we

discovered a trend for real change in a number of personal characteristics of the students. Studies of the results of the on-going work have shown that the functional organization of the educational process leads to changes in life situation of the subject, increased level of psychological well-being, which is reflected in the positive dynamics in different spheres of human life and social wellbeing as a whole. Obtained education facilitates better self-understanding and self-acceptance, understanding of one's own project, autonomy, presence of goals in life, positive relations with others, professional development and growth of competitive ability, as self-evaluation of the graduates has shown. These characteristics are crucial for the process of 'life-long learning' (continuous, voluntary search for new knowledge) in which a modern person is constantly involved. Thus, on the different cases it will be demonstrated that the psychological education is an opportunity for integral development of the personality, whereby it is possible to promote the development of the whole society.

POLITICS IN PUBLIC REPRESENTATIONS

Gordana Jovanovic

University of Belgrade (Belgrade, Serbia)

Olga Deyneka

Irina Samuilova

Saint Petersburg State University (Saint-Petersburg, Russia)

Olga Mitina

Victor Petrenko

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. The symposium reports on researches about different ways of public representations of political issues. Jovanovic analyses implicit political representations in the knowledge production in the research situation (political saturatedness of the choice of the subject matter, status of the subjects, methods used etc.). Deyneka deals with representations of foreign policy decisions in the minds of Russian citizens. One of the results showed a common factor reflecting citizen's concerns about economic consequences of political decisions (Crimea, Syria). In their contribution on social representations of political leaders, Mitina, Petrenko and Papovyan report on two classes of phenomena shaping the perception of leaders among the youth – the images of the leaders and set of factors (morality, political adventurism, charisma and statism). Samuilova's presentation deals with the representations of political leaders in public consciousness in different generations, showing a tendency to associate the mood in the country with characteristics and activities of leaders.

Press paragraph. The symposium reports on researches about different ways of public representations of political issues. Jovanovic analyses implicit political representations in the knowledge production in the research situation itself (political saturatedness of the choice of the subject matter, status of the subjects, methods used etc.). Deyneka deals with representations of foreign policy decisions in the minds of Russian citizens. One of the results showed a common factor reflecting citizen's concerns about economic consequences of political decisions (Crimea, Syria). The representation of foreign

policy decisions of politicians of other countries in the mind of Russian citizens also showed a common factor related to security in the broad sense of the term, including military security.

Domestic policy decisions were presented as specific and did not give a common factor. In their contribution on social representations of political leaders, Mitina, Petrenko and Papovyan report on two classes of phenomena shaping the perception of leaders among the youth – the images of the leaders and set of factors (morality, political adventurism, charisma and statism). Samuilova's presentation deals with the representations of political leaders in public consciousness in different generations, showing a tendency to associate the mood in the country with characteristics and activities of leaders.

General summary of the Symposium. The symposium reports on researches about different ways of public representations of political issues. In a more general framework, Jovanovic analyses implicit political representations in the knowledge production in the research situation itself (political saturatedness of the choice of the subject matter, status of the subjects, methods used) and argues for their analysis as a way to contribute to a critical attitude toward science and politics. In her contribution, Deyneka deals with representations of foreign policy decisions in the minds of Russian citizens. After obtaining data about the most important political decisions in the last five years, Deyneka used modified semantic differential to assess the quality of those decisions. One of the results showed a common factor reflecting citizen's concerns

about economic consequences of political decisions (Crimea, Syria). In their contribution on social representations of political leaders, Mitina, Petrenko and Papovyan report on two classes of phenomena shaping the perception of leaders among the youth – the images of the leaders and a set of factors including morality, political adventurism, charisma, and statism. By combining psycho-semantic methodology with multitrait- multimethod, the coauthors obtained deeper insights into implicit categories shaping the perception of political leaders. The presentation by Samuilova deals with the

representations of political leaders in public consciousness in different generations, based on researches conducted since 2012. The representations are analysed in terms of the role and content of activities ascribed to political leaders (functional purpose of the leaders, tasks expected, desired results). Additionally to psychological characteristics expected from leaders by respondents it was shown that there is a tendency to associate the mood in the country with characteristics and activities of leaders, which supports a turn toward a personalized model of politics.

THE POLITICS OF PSYCHOLOGY

Gordana Jovanovic

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The aim of this theoretical paper is to argue for the political relevance of psychology beyond its sub-discipline of political psychology. The theoretical framework is shaped by critical and interpretive psychologies which will direct the search for manifest and latent representations of the political issues in the research process itself. The method is a hermeneutic analysis oriented also toward understanding possible hidden meanings. The very choice of subject matter is politically relevant, as one can choose, ignore, reveal or cover phenomena of political importance. The fact that samples in most psychological research belong to a very specific population, but inferences are expressed as generalizations valid for humans in general, raises, beyond the statistical significance, a politically relevant question of representation – who and how can one represent the other, how one qualifies to represent others? In research design, in the position of research subjects, how they are named (subjects, clients or participants) and treated, social relations are inscribed saturated with political connotations – inequality, domination, power. The methods applied also have their politics (Steinmetz). Beyond its

appearance as a human encounter, interviews can be a powerful tool to instantiate and reinforce dominance, as shown by Steinar Kvale. Interpretive frameworks are very saturated with cultural and political values. The best example is the widely used individualism-collectivism dichotomy. Interpretations which positively evaluate individualism and discredit collectivism, reproduce by scientific means the dominant Western political ideology of individualism. Thus, from the choice and definition of research problems up to interpretation of findings, knowledge production is determined by external, social, political processes, even if researchers are not willing to acknowledge it. Therefore, the quest to reflect on them and to assume a self-reflective attitude characterizes, for example, alternative qualitative methodology. In conclusion, it could be said that the very structure of the research situation provides arguments to support the claim that knowledge production in psychology as in science in general is inherently politically saturated. Whether this is acknowledged or not is also politically relevant, as it can foster or suppress critique of politics, and in that way contribute to the culture of critical dialogues.

REPRESENTATION OF FOREIGN POLICY DECISIONS IN THE MIND OF RUSSIAN CITIZENS

Olga Deyneka

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The problem of assessing the quality of political decisions is acute in the modern world (George, 1997) and especially in foreign policy (Mintz et al., 2010; 2014). One of the key criteria for the quality of political and managerial decision-making is the degree of their support (Janis, 1972). Disapproval of political decisions leads to a loss of trust in the government and reduce the identifications of citizens with the state. The aim of the present study was to identify the specifics of the reflection of foreign policy decisions in the minds of Russian citizens. The study was conducted in two stages. At the preliminary stage, the author's questionnaire and frequency analysis were used to identify the most significant political decisions over the past five years. At the stage of the main study, the modified semantic differential (MSD) was used to assess the quality of political decisions, which contained the criteria for evaluating political decisions as descriptors, and specific decisions as incentives. In addition the attitudes to the state and government, political values and personality profile ("Big five") were measured. The frequency analysis of the political

decisions selected by the respondents showed that the list of significant foreign policy decisions is more unified, and the list of domestic policy decisions shows a wide variety. The results of factor analysis of the MSD data clearly demonstrated not only the uniqueness of the representation of each evaluated foreign policy decision of Russian politicians, but also the presence of a common factor of their reflection in the mind. It embodied citizens' concerns about the possible adverse economic consequences of resonant political decisions (the return of the Crimea, military assistance to Syria, the decision on counter-sanctions). The representation of foreign policy decisions of politicians of other countries in the mind of Russian citizens also showed a common factor related to security in the broad sense of the term, including military security. Domestic policy decisions were presented as specific and did not give a common factor. Correlations of representation of political decisions with political values of respondents, their civic attitudes and personal characteristics are revealed.

IDENTIFYING KEY FACTORS IN THE PERCEPTION OF POLITICAL LEADERS

Olga Mitina

Victor Petrenko

Marina Papovyan

Lomonosov Moscow State University (Moscow, Russia)

Our goal was to determine the composition of factors that underlie the perception of modern Russian political leaders among youth and therefore play a major role in shaping social representations. The present study was carried out within the theoretical and methodological framework of the psychosemantic approach, which seeks to reconstruct systems of meanings, both individual and collective, through the investigation of subconscious as well as explicit categories of perception. Previous research in psychosemantics had repeatedly demonstrated certain factors that can help explain the perception of various political phenomena. Given the fact that modern politics tends to be increasingly personalized, it seems vital to gain a realistic understanding of the key dimensions along which political leaders are perceived. In this study, conducted in late 2017 – early 2018, the data was collected from a sample of student participants (n=200) with the “Political Leader’s Image” psychosemantic inventory, which had proven to be an effective research tool in earlier studies of political perception. The exploratory factor analysis has revealed four major factors – morality, political adventurism, professional characteristics (charisma) and statism – that determine the way political

leaders are perceived and evaluated. In order to gain a more refined understanding of the factors that affect the processes of perception, we implemented modeling in EQS program with the help of the multitrait-multimethod model (MTMM). We have demonstrated that two distinct sets of factors contribute to shaping the attitude to political leaders – the images of the leaders as well as the aforementioned four factors. As for the theoretical and practical value of the study, our findings have several important implications. Firstly, the results of the conducted analysis can improve our understanding of political processes by explaining the framework within which modern Russian political leaders are perceived by younger generation. Secondly, by combining the psychosemantic approach and the MTMM method we have attempted to expand the methodological toolkit of political psychology, demonstrating the possibility to analyze implicit categories of perception with sophisticated mathematical procedures. Finally, from a practical standpoint, the obtained results may prove useful in political image building, eventually helping to ensure more efficient political communication. Funded by grant RSF № 17-18-01610.

REPRESENTATION ABOUT POLITICAL LEADERSHIP IN THE PUBLIC CONSCIOUSNESS

Irina Samuilova

Saint-Petersburg State University (Saint-Petersburg, Russia)

In actual circumstances of development of society, the role and place of leaders involved in socio-political transformations is significantly increased. The study of the role and content of the activities of political leaders, as well as the representation of citizens about their characteristics, is of particular relevance and is becoming increasingly necessary in terms of understanding the potential of the country and the formulation of national priorities to overcome the consequences of the crisis. The presentation will reflect the results of many years of research (from 2012 to present) about the representation of the concepts of "political leadership" and "political leader" in the public consciousness of representatives of different generations. Empirical data refer to the functional purpose of political leaders, from the point of view of respondents, the range of tasks expected from the leaders of the citizens of the country, as well as to the desired results of political activity in

modern conditions. Universal psychological characteristics that politicians of different levels should have are: responsibility, organization, purposefulness, sociability, balance, courage, etc. The respondents' ideas about the characteristics, political views and results of the activities of political leaders are analyzed on the example of specific political figures of different periods of Russia's history (Stalin, Khrushchev, Brezhnev, Gorbachev, Yeltsin, Putin, etc.). Multiple correlations of the above-mentioned parameters of assessment of political leaders with the image of the country and the States that arise in response to political incentives are established. The more pronounced the characteristics of a political leader, the more positive the image of the country in the minds of its citizens. Respondents associate socio-political moods in the country and abroad with the activities and specific characteristics of political leaders.

MEANING AND MEANINGLESSNESS: A MODERN PERSPECTIVE

Evgeny Osin

Dmitry Leontiev

*National Research University Higher School of
Economics (Moscow, Russia)*

Abstract body. The symposium attempts to broaden the perspective of life meaning research by addressing conceptual, theoretical, and methodological issues associated with meaning. The presentations focus on the history of the concept of meaning in Western culture and human sciences, individual differences in lay theories of meaning and in the salience of emotional, cognitive, and activity indicators of a meaningful life, as well as on new measurement tools and meaning-promoting interventions. Meaning was traditionally viewed as a universal process, but it appears as a heterogeneous phenomenon with important individual differences not only in terms of content, but also in terms of structure and functions, revealing a diversity of individual developmental patterns. The implications of these new perspectives and findings for the future studies of life meaning will be discussed.

Press paragraph. The question of the meaning of life is usually seen as a universal human problem. However, historically, it is a relatively recent phenomenon: in the West, it had been a problem for a narrow elite until the middle of the 20th century (Frank Martela). Meaning still remains a puzzle for personality scientists: it is revealed in emotional, cognitive, and volitional phenomena, but is not limited to any single class of those (Shulamith Kreitler, Dmitry Leontiev). Empirical studies reveal a corresponding variety of individual views, or lay theories of meaning: it can be understood by different individuals as a goal, as an idea, as an emotional experience, with some people even failing to find a clear understanding of meaning or viewing it as an abstract or absurd concept with no relation to real life. This diversity of views corresponds to differences at the level of psychological functioning and personality development (Evgeny Osin): it appears that meaning becomes salient when a person faces the challenge of finding their individual path in life (Polina Beloborodova). Future research on meaning could do well by acknowledging the diversity of individual

developmental trajectories, reflecting various possibilities offered by culture.

General summary of the Symposium. Life meaning is usually seen as a universal human problem and as one of the basic human needs (V. Frankl). However, historically, it is a recent phenomenon, associated with modernity. Within cultural-historical activity theory, the conscious concept of meaning can be seen as a cultural tool that becomes essential at higher levels of personality development, when the issues of individual identity and self-determination with respect to the biological, social, and cultural contexts become salient. The symposium will focus on the issues of universality of meaning, individual differences in the content and the very concept of meaning, the diversity of modes of personality functioning connected with these differences, and on ways this diversity could inform future psychological research. Frank Martela will present the historical and cultural background of the problem of meaning and individual identity in Western societies, and discuss the implications for our views on individual development. Shulamith Kreitler will present a new instrument based on the assumption that there are many ways in which a person can find and experience meaningfulness in life and that these ways are grounded in different aspects of meaning (emotions, actions, possessions, cognitions or functions). Evgeny Osin will present empirical findings revealing a diversity of lay theories of meaning, showing that indifference to this concept and lack of awareness of the problem of meaning are associated with lower scores on a range of personality indicators of higher-level positive functioning. Finally, Polina Beloborodova will present the findings of a positive intervention study, which reveals that meaning may emerge as a result of searching for an individual calling. The presentations will be discussed by Dmitry Leontiev with references to existing theories and studies of meaning, aiming to elucidate the new perspectives in life meaning research.

IS A CRISIS OF MEANINGFULNESS A MODERN PHENOMENON? – A HISTORICAL ANALYSIS OF KEY TRANSITIONS IN THE WESTERN CULTURE

Martela Frank

Aalto University (Helsinki, Finland)

In studying various psychological phenomenon, psychology as a science tends to take a relatively ahistorical look at its subject, ignoring, for example, how differently individuality and selfhood has been constructed in various historical epochs (Baumeister, 1987). This is also true of research on meaning in life, which has proliferated in recent years (see Heintzelman & King, 2014; Martela & Steger, 2016). Following calls to develop a more historically grounded science of psychology (e.g. Cushman, 1990), the present article aims to examine the question how meaning of life has become a problem in Western countries during the last two centuries. The article is based on a historical analysis of various primary and secondary sources that have discussed the question of meaning of life in the 19th and 20th century. A particular emphasis is on the pioneers of meaningfulness, including Thomas Carlyle, Arthur Schopenhauer, Søren Kierkegaard, and Leo Tolstoy, and the cultural changes that led them to experience a crisis of meaningfulness in the 19th century. As a starting

point, it is observed that the whole phrase meaning of life was only coined in 1834 by Thomas Carlyle (O'Brien, 2014), and it is shown how it was only the loss of the certainty of the religious framework that made it possible to experience what we tend to call an existential crisis or a crisis of meaningfulness (Hyman, 2010). A look at the biographies of the pioneers of meaningfulness reveals the religious struggles they all went through. General trends in religiousness in Western countries are examined and compared to other explanations to examine to what extent it is the central factor in leading to the crisis of meaningfulness becoming more prevalent. While in the 19th century lack of meaningfulness was a syndrome that only a very narrow elite was suffering from, the conditions that led to them losing a sense of meaningfulness nowadays characterize a significant part of the upper and middle classes of Western societies, thus potentially explaining why the question has become such an important topic in current times.

MEANINGFULNESS OF LIFE AND ITS CORRELATES

Kreitler Shulamith

Tel-Aviv University (Tel-Aviv, Israel)

The paper presents the meaning-based measure of the Meaningfulness of Life (MOL) which consists in applying the theory of meaning (Kreitler & Kreitler) to the issue of life's meaningfulness. The MOL is based on the assumption that there are many ways in which a person can find and experience meaningfulness in life and that these ways are grounded in the different aspects of meaning, for example, emotions, actions, possessions, cognitions or functions. Accordingly, the MOL includes statements describing meaningfulness of life in terms of the 22 basic content categories of the system of meaning, e.g., to be active and be doing things, to experience many different emotions, to be aware of one's development, to get evaluations from others. Subjects are requested to state on a 4-point scale the extent to which each of the items contributes to their sense of meaningfulness of life. One hypothesis underlying the MOL is that the items constituting

one's meaningfulness of life correspond to the meanings one habitually considers (i.e., one's profile of meaning assessed by the Test of Meanings). Thus, if emotions are salient in one's way of thinking and assigning meaning emotions would also be an important component of one's meaningfulness of life; or, volunteering would be a potential action contributing to one's meaningfulness of life if actions and consideration for others are salient components in one's profile of meaning). The correlation between the scores in the MOL and in one's profile of meaning were in the range of .63-.85 ($p < .01$) in different samples. The correlation was lower ($r = .34$) between the score of the MOL and the meanings used by subjects for expressing freely the meaning of life or of happiness. The scores of the MOL were correlated significantly (in the range of .50-.72, $p < .01$) with the total scores of quality of life in samples of healthy as well as cancer patients.

IS “MEANING” ALWAYS MEANINGFUL? : INDIVIDUAL DIFFERENCES IN LAY THEORIES OF MEANING

Evgeny Osin

Sofya Kuznetsova

Elena Voevodina

Anna Malyutina

National Research University Higher School of Economics (Moscow, Russia)

There is a wide range of theoretical conceptions of life meaning, emphasizing its cognitive, affective, or motivational aspects. But do everyday people have lay theories of meaning and if they do, how are those theories reflected in the scores of widely used meaning measures? The aim of this exploratory study was to find out the typical ways people understand the notion of meaning. Participants from Russian community and online samples (N=376, age 14 to 77, 69% female) were asked to rate 20 items reflecting different dimensions of life meaning: its ontological nature, conceivability, universality, necessity, determinism, the role of individual choice, reasons for questioning, and importance. They also completed measures on a range of psychological variables. Using hierarchical cluster analysis (Ward's method) of individuals based on the meaning dimension items, we established 4 distinct implicit conceptions (lay theories) of life meaning. Respondents tend view meaning in the following ways: 1) as a goal or a direction in life (activity conception), 2) as an idea or an emotional experience (subjective conception), 3) as an illusion (conflicting

conception), or 4) as an absurd question, unrelated to life. Respondents in the first two clusters devote their time to the question of meaning and report having a clear understanding of this concept. Cluster 3 respondents understand this notion to a lower extent, but evaluate their past efforts at finding meaning as not very successful. Finally, respondents in cluster 4 do not really understand what meaning is, as they either failed to find it or never searched for it. Significant differences across clusters in experienced meaning (MLQ, PIL), self-determination, self-control, and systemic reflection suggest that respondents in cluster 3 may lack personality resources to pursue life meaning, while those in cluster 4 may lack the motivation to search for it. People do indeed differ in their subjective positions toward the problem of life meaning: there are also those who see meaning as an illusion or dismiss it as a pointless question. These findings have implications for empirical studies of life meaning, which typically assume that this construct is universally applicable.

“I’M LOOKING FOR A CALLING, NOT JUST A JOB”: TESTING A CAREER CALLING DISCERNMENT INTERVENTION FOR COLLEGE STUDENTS

Beloborodova Polina

National Research University Higher School of Economics (Moscow, Russia)

In recent years researchers are increasingly interested in the concept of career calling. Stemming from religious background, this idea emerged into its modern understanding focused on self-actualization. Research shows that individuals who are living their calling benefit from higher levels of life and work satisfaction, life meaning, and engagement. Receiving guidance in the search for calling could be especially beneficial for college students as they undergo the process of identity formation. The goal of the present study is testing an intervention for the discernment of calling, as well as investigating the role of meaning in life and personal life position in this process. 2×2 quasi-experimental repeated measures research design was used to estimate the effect of an eight-week course aimed at guiding students in searching for their callings. The course included investigation of character strengths, values, and sources of positive emotions, followed by their integration into personal mission and pinpointing ways to implement it in real life (potential callings). Intervention group (n = 25) consisted of students who signed up for the course. Students in the

control group (n = 63) volunteered to participate in the study to receive feedback on their replies to calling and life meaning questionnaires. Average intervention effect was measured with difference-in-differences estimation. The sense of having a calling and perceived actualization of calling significantly increased in the intervention group. Also, if measures of meaning in life and personal life position were included into the statistical model, intervention effect became insignificant, indicating that the increase of the sense of having and living a calling occurred due to the increase of meaningfulness and change of personal life position towards higher agency, awareness and authenticity. The results of the study can be used in a variety of contexts. The intervention may be included in the career orientation seminars in order to encourage students to think about their future work not only in terms of career perspectives and earnings, but also as a path to self-actualization and serving greater good. The research has been funded by the Russian Foundation for Basic Research, project 17-06-01009.

CONCEPTUALIZATIONS OF SUICIDAL BEHAVIOR

Ksenia Chistopolskaya

Boris Polozhy

Moscow Research Institute of Psychiatry (Moscow, Russia)

Jie Zhang

Center for Suicide Prevention Research (Jinan, China)

David Klonsky

University of British Columbia (Vancouver, Canada)

Kari Dyregrov

Western Norway University of Applied Sciences (Bergen, Norway)

Abstract body. The symposium is dedicated to different conceptualizations of suicidal behavior. Prof. Polozhy (Russia) will present his upgrade of J. Mann's model, based on his study. Prof. Zhang (China-USA) will show empirical evidence of the Strain Theory of Suicide. Prof. Klonsky (Canada) will talk on his 3 Step Theory and its future. Prof. Dyregrov (Norway) will argue for the necessity of the shift from the psychiatric model of suicidal processes to more broad person- centered perspective. Ksenia Chistopolskaya will be the convener. The symposium is best scheduled on the first day of the suicidology section, before or after the lectures of Fabrice Jollant and Rory O'Connor, before the Panel Discussions on Comprehensive Models of Suicidal Behavior and What Do We Need to Study?

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A SHIFT AWAY FROM THE PSYCHIATRIC MODEL TOWARDS A BROADER UNDERSTANDING OF SUICIDAL PROCESSES – EXEMPLIFIED THROUGH A QUALITATIVE PSYCHOLOGICAL AUTOPSY RESEARCH DESIGN

Kari Dyregrov

Western Norway University of Applied Sciences (Bergen, Norway)

To understand the complexity behind suicidal behavior and completed suicide, we need to challenge the “truth” that 90% of those who kill themselves suffer from mental disorders (Hjelmeland et al., 2012). This may be a dangerous discourse leading to the notion that if there are no signs of mental illness, there is no danger of suicide afoot. Also, it may contribute to the current high emphasis on identification and treatment of mental disorders as the main suicide prevention effort. To study the suicidal processes and complexities behind a suicide, we need to incorporate a focus on contextual and relational factors inherent in suicidal processes. We need varied and complex research methods, and especially more qualitative research is needed. “Why suicide?”, a Qualitative Psychological Autopsy (PA) study will exemplify this. Method. The study aimed at answering the question why a person kills him/herself, through the exploration of the suicidal processes leading up to the individual suicide. The data consisted of 120 in-depth interviews with close family members and friends, and suicide notes, relating to 20 suicides. The deceased who aged 18-65 years and had no previous mental disorders were

recruited through the chief municipal medical officers and GP’s. The PA-interviews took place 6-18 months post loss and consisted of a narrative- and a problem-focused section. Qualitative analysis followed the flexible guidelines of Interpretative Phenomenological Analysis (Smith et al., 2009). Results. The results showed that there is an extensive interplay between psychological characteristics, social context, and life events in the suicidal processes. Also, the results showed the importance of combining information from different persons who knew the deceased from different life spheres prior to death. Because non-clinical suicides are not preceded by identifiable symptoms of mental disorder, and many who take their life do not seek help prior to death, the present findings underscore that talk or actions indicating suicidality, as well as repetitious worrisome indirect appeals for emotional support, should be explored directly with the person. Conclusion. Guidelines to increase responsibility of carers’ and helpers’ of suicidal persons under conditions of despair and isolation may carry the potential to save lives.

THE THREE-STEP THEORY (3ST) OF SUICIDE: EVIDENCE, CHALLENGES, AND NEXT STEPS

David Klonsky

University of British Columbia (Vancouver, Canada)

This presentation addresses a new theory of suicide rooted in the 'ideation-to-action' framework: the Three-Step Theory (3ST; Klonsky & May, 2015). Specifically, I will a) describe the theory and its rationale, b) review current evidence for the theory, c) discuss challenges for scientifically testing the theory, and d) suggest important future directions for the operationalization and evaluation of the theory's core tenets and constructs. The 3ST has three primary tenets. First, suicidal desire results from the combination of pain (usually psychological pain) and hopelessness. Second, among those experiencing both pain and hopelessness, connectedness is a key protective factor against escalating ideation. Third, the theory views the progression from ideation to attempts as facilitated by dispositional, acquired, and practical contributors to the capacity to attempt suicide. Evidence supporting the theory's tenets has come from large correlational studies in both the US (Klonsky & May, 2015) and UK (Dhinra et al., 2018), studies of motivations for suicide in numerous samples (May & Klonsky, 2013; May et

al., 2016), research on the events, thoughts, and feelings that precede lethal and near-lethal suicide attempts (Wintersteen, 2014), and recent work on the capability for suicide (Klonsky, Qiu, & Saffer, 2017). I will review this work and also present findings from a new study of the 3ST in psychiatric inpatients. At the same time, several scientific challenges and next steps must be addressed if the 3ST is to be more fully validated and applied. These include the need to: (a) distinguish suicidal desire (relevant for Step 1) from the broader construct of suicidal ideation, which can include suicidal plans and perceptions of suicide capability (relevant for Step 3); (b) delineate and measure the construct of overwhelming pain, including its differentiation from other negative emotions; (c) develop a more comprehensive measure of dispositional, acquired, and practical contributors to the capacity to attempt suicide. Overall, the 3ST appears to provide a useful and accurate explanation for suicidal thoughts and behaviors that has promise for prevention and clinical applications. But there is more work to be done.

THE STRAIN THEORY OF SUICIDE: EMPIRICAL EVIDENCE

Jie Zhang

State University of New York (Buffalo, USA)

Suicide is a global public health problem, but very few theories have been developed for its etiology and effective prevention. Strain, resulting from conflicting and competing pressures in an individual's life, is hypothesized to precede suicide. The Strain Theory of Suicide proposes four sources of strain leading to suicide: (1) value strain from differential values, (2) aspiration strain from the discrepancy between aspiration and reality, (3) deprivation strain from the relative deprivation including poverty, and (4) coping strain from deficient coping skills in the face of a crisis. The report presents a comprehensive and parsimonious theory explaining the socio-psychological mechanism of suicidal behavior. Hypotheses: It is hypothesized that the higher the level of strains, the greater the risk of suicide. Social support, impulsivity, etc. can moderate the relationship between strain and suicidality. This presentation will illustrate a number of empirical studies that test the Strain Theory of Suicide with various samples. One of the studies is of a psychological autopsy design. Data for this study were from a large psychological autopsy study conducted in rural China, where 392 suicides and

416 community living controls were consecutively recruited. Two informants (a family member and a close friend) were interviewed for each suicide and each control. Major depression was assessed with HAM-D and the diagnosis of mental disorder was made with SCID. It was found that individuals having experienced failed aspiration were significantly more likely than those having not experienced a failed aspiration to be diagnosed with at least one disorder measured by the SCID and major depression measured by HAM-D, and to be a suicide victim, which is true of both suicides and controls.

This study supports the hypothesis that the discrepancies between an individual's aspiration and the reality is likely to lead to mental disorder including major depression and suicidal behavior. Lowering a patient's unrealistic aspiration can be part of the of psychological strains reduction strategies in cognitive therapies by clinicians' and mental health professionals. Future research with rigorous quantitative data needs to be conducted to further test the STS on a more comprehensive level.

MAIN DETERMINANTS OF SUICIDAL BEHAVIOR

Boris Polozhy

Moscow Research Institute of Psychiatry (Moscow, Russia)

Suicide is one of the acute medical and social problems in Russia. In spite of the marked decline in suicide rates, the level of suicides in Russia is still high – 17-18 per 100,000. It demands the development of new, preferably differentiated approaches to prevention of suicide behavior. To date the most recognized theory of suicide in the world is the one of diathesis-stress (J.J. Mann et al., 1999), according to which suicidal behavior develops in the result of specific diathesis (disposition to suicidal behavior, or heightened vulnerability to factors, which lowers the threshold of its development) and the influence of stressors (triggers), which accelerate the forming of this behavior. The authors describe following factors of diathesis: family history, personal development, personal traits, psychiatric disorders, lack of social support, presence or absence of religious beliefs, substance abuse, somatic illnesses – a wide range of various factors. Despite indisputable strengths of this theory, the concept of diathesis is still rather vague. In particular several questions arise: Which of the listed factors are the basic? Is one

factor enough, or a specific constellation is needed to develop suicidal behavior? Which constellation it will be? Are the factors of diathesis comparable in their impact? Seeking answers to these questions, we explored the factors of diathesis on the material of clinical psychological study of 257 people with non-fatal suicidal attempts, as well as psychological autopsy of 119 people, who died by suicide. The whole sample consisted of 376 people. The study allowed to form 3 groups of factors, which were found in suicidals more frequently. According to its significance they were designated as first-order determinants. They are: family history of suicidal behavior and / or psychiatric disorder (54.1% of all suicidals); personal traits, characteristic for people with suicidal behavior (87.4%) and presence of psychiatric disorders (predominantly depressive specter) (91.5%). Other factors of diathesis occurred significantly less often ($p < 0.05$). The acquired results allow with high confidence to identify groups of heightened risk of suicidal behavior and develop differentiated programs of prevention.

CROSS-CULTURAL INVESTIGATIONS OF COGNITIVE DEVELOPMENT

Sergey Malykh

Psychological Institute of Russian Academy of Education (Moscow, Russia)

Yulia Kovas

International Centre for Research in Human Development Tomsk State University (Tomsk, Russia)

Abstract body. The symposium aims to discuss cross-cultural differences in development of cognitive functions across lifespan. Cross-cultural differences in development of cognitive functions are studied on the basis of longitudinal studies ("Cross-cultural Longitudinal Analysis of Student Success", CLASS, and National Survey of Health and Development, NSHD) and cross-sectional studies which were conducted in Russia, China, United Kingdom and Kyrgyzstan. The development of domain-general functions such as intelligence, working memory and processing speed and domain-specific functions such as spatial ability, symbolic and non-symbolic representations are considered. The symposium also addresses the role of depression for cognitive development in late adulthood.

Press paragraph. The symposium discusses the cross-cultural differences in developmental trajectories of domain-general and domain-specific cognitive functions. The Symposium is organized by two psychologists, known for their work on cognitive psychology and behavioural genetics (Y. Kovas, London and S. Malykh, Moscow). The first study, presented by M. Likhanov, explores the factorial structure of spatial abilities in samples of Russian, Chinese and United Kingdom university students (Likhanov M., Ismatullina V., Fenin A., Wei W., Rimfeld K., Maslennikova E., Esipenko E., Sharafieva K., Feklicheva A., Chipeeva N., Budakova, A., Soldatova E., Malykh S., Kovas Y.). The second study, presented by Y. Kuzmina, explores cross-cultural differences in relations between non-symbolic and symbolic representations across elementary school years (Kuzmina Y., Tikhomirova T., Lysenkova I., Malykh S.). The third study, presented by I. Zakharov, focused on estimation of cross-cultural differences in cognitive and executive functions in Russian and Kyrgyz adolescents (Zakharov I.,

Voronin I., Ismatullina V.). The fourth study aims to investigate the effect of depressive symptoms in adolescence and adulthood on trajectories of cognitive function from middle to late adulthood (D. Gaysina, A. John, S.-N. James, J. Rusted, M. Richards). The fifth study, presented by I. Voronin, focuses on estimations of socioeconomic factors of individual differences in intelligence (Voronin I., Kovas Y., Malykh S.).

General summary of the Symposium. The symposium discusses the cross-cultural differences in cognitive functions and their developmental trajectories. Studies demonstrated that there existed significant cross-country differences in domain-general and domain-specific cognitive functions. These differences were salient for schoolchildren and for university students. Among domain-specific functions symbolic, non-symbolic magnitude representations and spatial ability were discussed. Studies shown that there existed cross-cultural differences in developmental trajectories of symbolic magnitude representation and in relations between non-symbolic and symbolic representations across elementary school years. Cross-country difference in accuracy of symbolic representation were partly explained by differences in fluid intelligence. Studies also shown that there existed significant between-country difference in factorial structure of spatial ability and in the level of spatial ability. Among domain-general cognitive functions, executive function, fluid intelligence and processing speed were considered. Studies shown that there were significant cross-countries differences in executive function, fluid intelligence and processing speed. The findings were discussed in the context of methodological limitations, as well as potential cultural and educational differences among countries.

FACTORIAL STRUCTURE OF SPATIAL ABILITIES IN RUSSIAN AND CHINESE STUDENTS

Yulia Kovas

International Centre for Research in Human Development Tomsk State University (Tomsk, Russia)

Maksim Likhanov

Educational Fund "Talent and Success", Educational center "Sirius" (Sochi, Russia)

Spatial abilities (SA) are a robust predictor of STEM success and other life outcomes. A recent study of United Kingdom adults has suggested that SA has a unifactorial structure (Rimfeld et al., 2017). It remains unknown whether the structure of spatial ability is the same across different cultures. This study explored the factorial structure of spatial abilities in samples of 921 Russian, 229 Chinese and 839 United Kingdom university students. The same gamified spatial abilities battery (King's Challenge) as used in Rimfeld and colleagues (2017) was administered to all participants. The battery consists of 10 different domains of SA, including 2D and 3D visualization, mental rotation, spatial pattern assembly, spatial relations, spatial planning, mechanical reasoning, spatial orientation and spatial decision making speed and flexibility. The results of the factor analysis showed a somewhat different pattern for different samples. In the Russian sample, the Unifactorial structure,

shown previously in the UK sample was replicated. A single factor explained 40% of the variance, similar to 42% explained in Rimfeld et al. (2017). In the Chinese sample two factors emerged: first factor explained 26% of the variance and the second factor, including only Mechanical reasoning and Cross-Sections tests, explained 14%. The results also showed that the Chinese sample significantly outperformed both Russian and the UK samples in 5 subtests (Cross sections, Pattern assembly, Mechanical reasoning, Paper folding and Shape rotation). Russian and UK students outperformed Chinese students in Elithorn mazes, 3D drawing and Perspective taking. In addition, Russian students outperformed the UK students in mechanical reasoning. The effects of all group comparisons were small. The findings are discussed in the context of methodological limitations, as well as potential cultural and educational differences among countries.

RELATIONS BETWEEN NON-SYMBOLIC AND SYMBOLIC MAGNITUDE REPRESENTATIONS IN ELEMENTARY SCHOOL IN RUSSIA AND KYRGYZSTAN

Yulia Kuzmina

Tatiana Tikhomirova

Psychological Institute of Russian Academy of Education (Moscow, Russia)

Irina Lysenkova

Kyrgyz-Russian Slavic University (Bishkek, Kyrgyzstan)

Sergey Malykh

Psychological Institute of Russian Academy of Education (Moscow, Russia)

Non-symbolic and symbolic magnitude representations are believed to predict later math achievement. However, little is known about how these two representations relate to each other longitudinally. The first aim of this study was to estimate longitudinal relations between symbolic and non-symbolic magnitude representations across elementary school years. The second aim was to estimate if these relations were independent from fluid intelligence. To fulfill these goals data from four-waves longitudinal study of schoolchildren in grades 1-4 from Russia and Kyrgyzstan (N=490, mean age was 7.65 years at Grade 1) were analyzed. We applied structural equation modelling and tested several competitive models. Results revealed that in early school age relations between symbolic and non-symbolic representations was explained by fluid intelligence whereas at the end of elementary school non-symbolic representation predicted

subsequent symbolic representation independently from fluid intelligence. Study also demonstrated that there existed significant differences between Russian and Kyrgyz sample in non-symbolic and symbolic representations but these differences were salient in different grades.

Students from Russia demonstrated the higher accuracy in symbolic representations at the start of schooling but this difference reduced over time. Regarding non-symbolic magnitude representation, there were no cross-country differences at the start of schooling but these differences became significant later in favor of Russian schoolchildren. Russian children demonstrated higher progress in non-symbolic magnitude representation in elementary school comparing to Kyrgyz children. This difference was not explained by fluid intelligence.

CROSS-CULTURAL DIFFERENCES IN COGNITIVE FUNCTIONS AND GENERAL COGNITIVE ABILITIES IN RUSSIAN AND KYRGYZ ADOLESCENTS

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Victoria Ismatullina

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Success in everyday and professional activities can be associated with individual differences in cognitive and executive functions. At the same time, the degree of involvement of specific cognitive functions, the use of different strategies (e.g., categorical versus relational) and processing different aspects of information (e.g., object versus context) can vary in people with different cultural background. The differences in the content of information stored and accessed by individuals in different cultures may also account for the observed differences in performance. These variations can represent the differences in task difficulty across cultures. The main goal of our study is to investigate cultural differences in cognitive and executive functions and intelligence in Russian and Kyrgyz adolescents. The sample included 212 adolescents from Kyrgyzstan and 117 adolescents from Russia aged 10 to 17 years (average age – 12.9 and 13.1 years, respectively; 59% are girls in Kyrgyz sample, 55% are girls in

Russian sample). Raven's Standard Progressive Matrices were used to assess general cognitive ability. Executive functions and specific cognitive abilities were measured using tests from CANTAB neuropsychological test battery. Results revealed that the groups differed in the average level of intelligence, with Russian adolescents yielded higher scores ($F [1,235] = 27,627$; $p > 0.001$, $\eta^2 = 0.11$). The most noticeable differences were obtained for concurrent planning ($F [1,267] = 19.790$; $p > 0.001$, $\eta^2 = 0.07$). Kyrgyz adolescents applied concurrent planning more often than Russian adolescents. Significant differences were also found for working memory and pattern recognition memory measures. For both measures Russian adolescents also received higher scores than Kyrgyz (the effect size for all measures was 2%). The other possible sources of these differences will be discussed according to known cultural and economical features of two countries.

EFFECTS OF DEPRESSION ON COGNITIVE AGEING: EVIDENCE FROM A BRITISH BIRTH COHORT

Darya Gaysina

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EDGE Lab School of Psychology (Brighton, United Kingdom)

Sarah-Naomi James

MRC Unit for Lifelong Health and Ageing at UCL (London, United Kingdom)

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MRC Unit for Lifelong Health and Ageing at UCL (London, United Kingdom)

Depressive disorders are associated with faster cognitive decline and dementia in late adulthood. However, little is known about the link between depressive symptoms and cognitive function across the life course. The study aims to investigate whether depressive symptoms in adolescence and adulthood predict trajectories of cognitive function from middle to late adulthood. Data from the MRC National Survey of Health and Development (NSHD), a prospective cohort study of 5362 individuals born in mainland UK in March 1946, were utilised. Measures of memory and information processing speed were collected at ages 43, 53, 60-64, and 69 years. Linear mixed models were used to model cognitive trajectories over the period of three decades and to test for effects of depressive symptoms in adolescence (ages 13-15) and adulthood (ages 36 and 43) on cognitive function at baseline (age 43) and decline in cognitive function (from age 43 to 69). Models were adjusted for sex, childhood cognition, childhood socioeconomic position, and educational attainment. Results revealed that a quadratic model best fitted the data on memory and information processing speed. Fully adjusted

models revealed that adolescent depressive symptoms were associated with lower levels of memory ($b=-1.11$, $SE=0.53$, $p=.04$) and information processing speed ($b=-18.17$, $SE=7.53$, $p=.02$) at baseline. Effects were significant for those with severe symptoms ($b=-1.87$, $SE=0.81$, $p=.02$) or moderate symptoms ($b=-0.87$, $SE=0.42$, $p=.04$) as compared to those with low/no symptoms. There were no associations of adolescent depressive symptoms with rates of cognitive decline over time: from age 43 to 69. No associations between adult depressive symptoms and cognitive trajectories (baseline or rate of decline) were found. Findings suggest that adolescent depression is an important predictor of cognitive function in midlife. Long-lasting effects of adolescent depression on cognitive health into midlife and beyond, are particularly concerning given the high prevalence of depressive disorders in adolescents. Early intervention to prevent and manage mental health present during adolescence can help protect cognitive function later in the life course.

SOCIOECONOMIC FACTORS SHAPE INDIVIDUAL DIFFERENCES IN INTELLIGENCE: LONGITUDINAL TWIN STUDY OF ADOLESCENTS FROM RUSSIA AND UK

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Yulia Kovas

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Sergey Malykh

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The share of genetic and environmental effects in individual differences of intelligence varies substantially under different environmental contexts (Tucker-Drob & Briley, 2014). As an example, affluent environment is sensitive to individual's specific features and promote expression of genetic propensities. In turn, poor environment restricts the range of developmental trajectories making individuals more alike and suppressing genetic component of individual differences. Current study aims to compare genetic and environmental setup in two groups of adolescents developed in contrasted socioeconomic and cultural environments. The sample included 215 pairs of twins from Russia (Russian School Twin Registry) and 3174 pairs of twins from the UK (Twins Early Development Study), only same-sex pairs were included. Russian twins were born in late 80s-early 90s and developed under conditions of post-Soviet Russia when the wealth of all Russian families dropped. All twins were assessed twice, in mid- and late adolescence. Russian twins completed Wechsler Intelligence Scale for Children at 13 and Wechsler Adult Intelligence Scale at 16. UK twins completed Vocabulary scale from WISC-III at 14,

Mill Hill Vocabulary Scale at 16 and a modified version of Raven's Standard Progressive Matrices in both assessments. Twin modeling approach was applied to estimate the shares of genetic, shared environmental and non-shared environmental variation of intelligence scores. In both Russian and UK twins the heritability estimates ranged between 25 and 30%. This is less than the aggregate heritability achieved in other twin studies (~50%, Polderman et al., 2015) and can be accounted by the exclusion of opposite-sex dizygotic twin pairs. In Russian twins 50% of the variation were explained by shared environmental effects, in UK twins 50% of the variation explained by person-specific environmental effects. The dynamic of genetic and environmental variability was similar in two groups: genetic effects were highly persistent, non-shared environmental effects were highly variable across the ages, shared environmental effects contributed to both stability and change of the variation of intelligence. Our study provides another evidence that environmental context plays an important role in shaping genetic and environmental setup of general cognitive ability.

TECHNOLOGIES AND SUICIDE PREVENTION

Ksenia Chistopolskaya

Alexey Kulikov

Gennady Bannikov

Moscow Research Institute of Psychiatry (Moscow, Russia)

Helen Christensen

Black Dog Institute (Sydney, Australia)

Victoria Ruzhenkova

Belgorod National Research University (Belgorod, Russia)

Abstract body. This symposium is dedicated to the role of technologies and the means of screening and prevention of suicidal behavior. Prof. Christensen will tell how to use digital technologies to create applications that help alleviate suicidal behavior. Dr. Bannikov will talk about the screening procedures in schools. Alexey Kulikov will talk about the need for antisuicidal sites on the Internet and what their content should be. Dr. Ruzhenkova will elaborate on her study of suicidal behavior in two groups of medical students, studying in Belgorod, Russia: Russians and Indians. Dr. Timerbulatov will tell about their screening of suicidal inclinations in schoolchildren of Ufa, Russia. Ksenia Chistopolskaya will be the convener. The symposium is best scheduled in the morning of the first day of suicidology section, before the lectures and panels.

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SUICIDAL BEHAVIOR OF THE FIRST YEAR MEDICAL STUDENTS AS A RESULT OF ACADEMIC STRESS (RESULTS OF TRANSCULTURAL STUDY)

Victoria Ruzhenkova

Belgorod National Research University (Belgorod, Russia)

The training load in medical institutes is on average twice higher than in other higher educational institutions, which affects the level of mental and physical health of students. A high level of educational stress, accompanied by anxiety and depression leads to the suicidal behavior (suicidal thoughts and attempts) – from 32.5% to 83%. This study aimed to develop recommendations for overcoming the educational stress and prevention of suicidal behavior and socio- psychological disadaptation of medical students. Material and methods. A sample of the 184 first year medical students (100 Russian-speaking and 84 – trained in the English language) was examined using the medically-sociological and psychometric methods. Nonparametric statistical methods were used to process the database. Results. In the first months of education students experience stress, accompanied by internal forms of suicidal behavior in 26% of cases among Russians and 44% of foreign students. The most significant factors of educational stress were the high training load and the difficulties of organizing the day regime, life away from parents – for foreigners. Problems of living in a hostel, conflicts with classmates, disappointment in the profession and problems

in personal lives were especially important for students with suicidal behavior. The main symptoms of stress are the influx of extraneous thoughts, depression, anxiety, vegetative symptoms (rapid heartbeat, shortness of breath, headaches, problems with the gastrointestinal tract) that are part of the depressive and anxiety-depressive syndromes which are the psychopathological basis for the suicidal behavior. Their early detection and correction is expedient. Depression was found in 32% of foreign and 34% of Russian-speaking students. Anxiety was more typical ($D_2=4,11$ $p=0,042$) for foreign students (48,8% of cases) than for Russian-speaking (33%). Students communicate with friends, seek support from parents, spend time on the Internet and do sport to overcome stress. Students who had suicidal thoughts more often took sedatives ($p=0.016$). Conclusion. This indicate the need to train students in constructive ways to overcome stress (ways to resolve conflicts, overcome auto- and heteroaggressive trends, methods of relaxation, etc.), time planning, methods of optimal work with educational literature, informing about a healthy lifestyle, including the regime of the day and nutrition.

USING DIGITAL TECHNOLOGIES TO IMPROVE SUICIDE PREVENTION

Helen Christensen

Black Dog Institute (Sydney, Australia)

Suicide prevention requires the adoption of multi-modal, comprehensive and integrated approaches. Recognising the need for scale and reach, digital technologies, such as websites, apps and sensors have been employed by suicide prevention agencies to assist in suicide prevention. Scientific studies of the effectiveness of these interventions is emerging. In this keynote, the potential domains for the use of these technologies are identified: schools; workplaces; public online environments; primary care/healthcare settings; means restriction; and crisis and aftercare. Examples of the

effectiveness of these interventions are described, with a focus on clinical treatment applications, using data from recent randomised controlled trials from the Black Dog Institute, and research trials from other leading centres. There is more replication required, and more comprehensive consumer informed research to be undertaken. However, these technologies are rapidly expanding ahead of research effectiveness, but, nevertheless have potential to be used as part of larger integrated suicide prevention approaches.

TECHNOLOGIES OF SCREENING THE RISKS OF SUICIDAL BEHAVIOR IN ADOLESCENT POPULATION

Gennady Bannikov

Moscow Research Institute of Psychiatry (Moscow, Russia)

Olesya Vikhristyuk

Center of Emergency Psychological Aid (Moscow, Russia)

Finding non-specific risk factors of suicidal behavior and self-harm in general population with the help of screening procedures is one of the basic forms of primary prevention of suicidal risk. The report presents the results of screening of potential and actual risk factors of suicide behavior of adolescents. The sample consisted of more than 6,000 minors aged between 13 and 18. The examination included testing (scale of hopelessness, loneliness, a questionnaire of tendency to aggression Bass-Perry, the index of well-being, the personality disorders questionnaire, the FACES scale-3, as well as individual counseling high risk youth. In the result of screening procedure and analysis of potential and actual risk factors 4 distinct groups of risks

were distinguished: two groups with actual crisis state, and 2 groups with debili-tating potential factors with prevalence of aggression and character psychopathology. Differences in psychological conditions and strategies of psychological interventions for each group are discussed. The second stage of screening consisted of in-depth individual consultation with 225 teens of the risk groups. Detailed description of these groups is provided, especially of those who need prolonged psychological and specialized medical assistance. Authors conclude about the structural and organizational issues of screening and prevention strategies of suicidal and self-harm behavior among adolescent population.

ROLE OF INTERNET AND CHARACTERISTICS OF SEARCH BEHAVIOR IN PSYCHIATRIC PATIENTS

Alexey Kulikov

Evgeny Lyubov

Moscow Research Institute of Psychiatry (Moscow, Russia)

Issues of internet usage and of search behavior in psychiatric patients are important for the development of psychosocial rehabilitation and anticrisis actions, including such measures in the self-help societies. The objective of the study was to explore the internet usage and search behavior in psychiatric patient on the example of self-help society "New options". The original semistructured questionnaire was sent to the regional departments of the society. It was filled out by 79 respondents (40 males (51.1%)) from 6 regions of the Russian Federation (Central Federal District – 37%, Northern-Caucasian FD – 39.1%, Privolzhskiy FD – 13%, Northern-Western FD – 6.5%, Southern FD – 2.2%, Dalnevostochny FD – 2.2%). 89.4% of the respondents live in the cities. Most (more than 65%) are 20-45 y.o., disabled – 50%, with vocational education or higher – more than 1/3, 1/3 of the respondents are working. Most of them receive supporting treatment and are satisfied with the medical help. But 17.7% had suicidal attempts in their history, acute thoughts, plans (in the last month) was registered in 25% of them, more than 70% are

complaining about apathy, boredom, blues, though not calling this "depression. Most respondents (60%) use internet for 20 hours per week (about 3 hours per day), mostly in the evenings for entertainment, news reading, socializing in social networks. They are not interested much in the questions of health. None of them refer to "suicidal sites", but antisuicidal are not interesting for them either.

Sociodemographic and clinical characteristics of respondents correspond to such of the society, and internet usage and search behavior correspond to such in general population, especially in youth (Russian Public Opinion Research Center, 2017). Notable is the frequency and "commonness" of the atypical subsyndromal depression in patients in remission with their high risk of suicidal behavior. It indirectly points to the low quality of the pharmacotherapy. No connection is found between suicidal behavior and frequenting suicidal sites. But low attractiveness of antisuicidal sites shows the necessity of their further development and enhancement.

CLINICAL AND PSYCHOLOGICAL CHARACTERISTICS OF AUTOAGGRESSIVE BEHAVIOR IN TEENAGERS

Ilgiz Timerbulatov

Irina Hoh

Ministry of Health of the Bashkortostan Republic (Ufa, Russia)

The problem of suicidal behavior in youth is the most acute among other issues of contemporary society. Underage youth, living in the prefigurative society, where the environmental changes are so rapid, lack the experience of informational processing, and the variants of social interaction in the conditions of externally set standards by teen community are not enough, psychological ill-being may manifest itself with such forms of behavior as autoaggression and even suicide. Teenagers now face the future, which they can't manage: they are afraid of exams, choice of profession, responsibility for significant others, and they enter virtual reality, which has too vague borders with real life. In 2017, 34 001 schoolchildren (grades 6-11) in the Ufa city were tested (73.4% of all schoolchildren) to monitor the factors that possibly activate suicidal behavior. The instruments were: Method of Psychodiagnostics of Suicidal Intentions (versions for children and adolescents) by A. Kuchera and School Anxiety Questionnaire by B. Phillips (adaptation N.P. Kondratieva). There is a certain stigma in parents, who are afraid to find out their child is prone to suicidal reactions, as the refusal rate was 22.4%. We suppose that besides stigma there is also a psychological defense – denial – at play, which helps to block the negative information, as it is incongruent with the positive image of one's child. This exact mechanism prevents parents from seeing the markers of suicidal risk in their children. We found that in suburbs of the Ufa city with high concentration of industrial plants and high population density the indices of the scales "Voluntary death" and "Loss of Meaning in Life" was statistically higher than in children from other, quieter suburbs. We suppose that the busyness of parents at the plants, low emotional connection in the family, psychological and emotional overload of the children in these

regions are to blame here. The level of school anxiety is statistically higher in those suburbs as well. Suicidal behavior of schoolchildren is the result of complex interplay of social, psychological and cultural factors in extreme situations.

Abstract body. Assessment of suicidal risk is a topical question both in general and in clinical population. The participants of the symposium will talk of their studies and achievements in this area. Prof. Sun will talk about risk assessment in Chinese Rural Youth. Prof. Drapeau will elaborate on his meta-analysis study of the suicidal risk in sleep disorders. Dr. Calati and Dr. Galynker will present their instrument for assessment of imminent suicidal risk. Ksenia Chistopolskaya will be the convener. The Symposium is best suited for the second day of suicidology section, before or after the panels.

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SLEEP DISORDERS AND SUICIDE: CURRENT FINDINGS AND FUTURE DIRECTIONS

Chris Drapeau

Valparaiso University (Valparaiso, USA)

Several sleep conditions have been associated with suicide-related thoughts and behaviors among youth and adults across multiple countries (i.e., Canada, China, Italy, Korea, Taiwan, and the United States; Drapeau & Nadorff, 2017); these conditions include insomnia, nightmares, sleep-disordered breathing, narcolepsy, hypersomnia, insufficient sleep syndrome, and restless legs syndrome (Bishop et al., 2018; Drapeau, 2018; Ohayon, 2012). Notably, these relations have largely remained significant when controlling for depressive symptoms and other suicide risk factors (e.g., hopelessness, substance use, etc.; Drapeau & Nadorff, 2017; Pigeon et al., 2016), highlighting the unique influence of sleep problems on one's trajectory toward attempting suicide. Hypotheses/Goals: Given the burgeoning literature linking sleep problems and suicide, the goal of this presentation is to outline the current sleep-suicide literature and discuss current opportunities for sleep and suicide research. These opportunities include investigating co-occurring sleep conditions, objective sleep indicators (e.g., polysomnogram), misaligned circadian rhythm, sleep-suicide theories, and healthy sleep as a potential protective factor. Method: A search of all EBSCOhost databases,

including manual electronic searches of Medline (no start date to May 2019), PsycINFO (no start date to May 2019), and Google Scholar (no start date to May 2019) is conducted to ensure a comprehensive presentation of the sleep-suicide literature. General terms used to identify relevant published work include SLEEP, SLEEP DISORDER, SLEEP DISTURBANCE, SUICIDE, SUICIDAL, SUICIDE RISK, and SUICIDALITY (similar to the method used in Drapeau & Nadorff, 2017). The seven major categories of sleep disorders (and individual sleep conditions) listed in the third edition of the International Classification of Sleep Disorders were also paired with each of the suicide search terms noted above. Results of this narrative review confirm what has been repeatedly shown: that several sleep disorders are uniquely related to suicide risk beyond known risk factors (e.g., depressive symptoms). Sleep problems have been identified as a distal and proximal factor in suicide attempts, and since patients may show greater comfort with disclosing sleep problems compared to suicide risk (Pigeon et al., 2012), assessing sleep may provide an indirect method for identifying and addressing suicide risk.

RISK ASSESSMENT ON SUICIDE DEATH AND ATTEMPT AMONG CHINESE RURAL YOUTHS AGED 15-34 YEARS

Long Sun

Center for Suicide Prevention Research (Jinan, China)

Jie Zhang

State University of New York (Buffalo, USA)

Dorian A. Lamis

Emory University School of Medicine (Atlanta, USA)

Although many suicide risk assessment tools are available, their validity is often not adequately assessed. In the current study, we aimed to develop and evaluate a suicide risk assessment model among Chinese rural youths aged 15-34 years. Two case-control studies were conducted in three provinces (Shandong, Liaoning, Hunan). Social-demographic, social and psychological variables were examined for the cases and controls. Logistic regressions based on data from Shandong and Liaoning provinces were conducted to test suicide risk assessment models. Receiver Operating Characteristic (ROC) and Area Under the Curve (AUC) analyses from Hunan were used to evaluate the performance of two models regarding suicide death and attempt.

We found that the risk factors for suicide death were also risk factors for suicide attempt, with the exception of very poor and lack of social interaction. The assessment model for suicide death included education years (OR=0.773, $p<0.001$), peasants (OR=2.091, $p<0.05$), physical health (OR=0.445, $p<0.05$), family suicide history (OR=6.858, $p<0.001$), negative life events (OR=1.340, $p<0.001$), hopelessness (OR=1.171, $p<0.001$), impulsivity (OR=1.151, $p<0.001$) and mental disorder (OR=8.384, $p<0.001$). In the training sample, the AUC was 0.950 and 0.857 for suicide death and attempt, respectively. In the verification sample, the AUC was 0.967 and 0.942 for suicide death and attempt, respectively.

THE MODULAR ASSESSMENT OF RISK FOR IMMINENT SUICIDE (MARIS): A VALIDATION STUDY

Raffaella Calati

Lisa J. Cohen

Shira Barzilay

Igor Galynker

Mount Sinai Beth Israel (New York, USA)

Our research team recently developed the Modular Assessment of Risk for Imminent Suicide (MARIS), a short-term suicide risk assessment tool. MARIS includes four modules: two are patient-rated modules and two are clinician-rated ones. The patient-rated modules assess the pre-suicidal state – primarily entrapment feeling and ruminative flooding – and attitudes towards suicide. The clinician-rated modules assess traditional suicide risk factors and emotional responses of the clinician regarding the patient. Preliminary findings showed good sensitivity, specificity, and predictive validity of MARIS administered to 136 psychiatric patients following hospital discharge. Patients who exhibited suicidal behaviors in the

period between initial assessment and follow-up had significantly higher MARIS scores. These findings supported the validity of multiple data types and sources, including clinicians' emotional responses, to improve our ability to identify those at imminent risk for suicide. To replicate and extend these findings, the MARIS was administered to a large sample of psychiatric inpatients and outpatients and their clinicians. Patients were screened with the Columbia-Suicide Severity Rating Scale (C-SSRS) together with an assessment battery on standard suicide risk factors. Reliability, construct and predictive validity, and sensitivity/specificity of MARIS will be presented.

A MULTI-INFORMANT PREDICTION OF SHORT-TERM SUICIDAL OUTCOMES

Igor Galynker

Mount Sinai Beth Israel Associate Chairman for Research (New York, USA)

Previous research has shown that clinicians' emotional responses to suicidal patients and meeting the proposed DSM criteria for Suicidal Crisis Syndrome (SCS) by those patients could individually predict short-term suicidal outcomes. In this study, we examined if the multi-informant combination of these two predictors would render incremental predictive validity over each separately and over the standard suicide risk assessments. SCS DSM criteria scorecard, which DOES NOT include suicidal ideation (SI) or intent, was filled out based on a battery of multiple scales for 451 adult psychiatric outpatients at their intake, while the Therapist Response Questionnaire-Suicide Form (TRQ-SF) was filled out by 59 clinicians immediately following the intake. Suicidal thoughts and behaviors were assessed at a follow-up 4-8 weeks from the initial assessment using the Columbia Suicide Severity Rating Scale (CSSRS). The Modified Sad Person Scale (MSPS) was administered and standard suicidal risk factors were assessed. Receiver Operator Characteristic analysis was used to determine the optimal cutoff points for TRQ-SF and MSPS. Chi-squared analysis was used to examine the association between the combination of TRQ-SF and SCS and short-term

suicidal outcomes. A high TRQ-SF score was associated with both suicide attempts ($D2=5.971$, $p=0.015$) and suicide plans ($D2=7.069$, $p=0.008$) within 4-8 weeks, while SCS was only associated with suicide attempts ($D2=5.987$, $p=0.014$). Meeting either SCS criteria or an exceeding cut-off on TRQ-SF was associated with short-term suicide plans ($D2=11.449$, $p=0.001$) and attempts ($D2=11.893$, $p=0.001$), while meeting both conditions did not predict subsequent suicidal outcomes. In binary analysis, MSPS total score was not predictive of suicide attempts, neither were history of suicide attempts, self-reported intent to die, substance abuse, or high-risk age, while SI was predictive of suicidal plans and attempts. Multiple regression analysis showed that only TRQ-SF/SCS and SI had significant predictive validity for short-term suicidal plans and behaviors. The SCS and clinicians emotional responses to suicidal patients appear to predict short-term suicidal plans and behaviors through different mechanisms. Modular multi-informant risk assessment approaches, not relying on patient self-report, may be superior to traditional suicide risk assessments in identifying patients at imminent suicide risk and warrant further study.

COMPETENCE AS A COMMON LANGUAGE FOR PROFESSIONAL IDENTITY AND INTERNATIONAL RECOGNITION. PART 1

Sverre Leonhard Nielsen

Norwegian Psychological Association (Oslo, Norway)

Waikaremoana Waitoki

University of Waikato (Waikato, New Zealand)

Buxin Han

Institute of Psychology, Chinese Academy of Sciences (Beijing, China)

Dragos Iliescu

University of Bucharest (Bucharest, Romania)

Tholene Sodi

University of Limpopo (Mankweng, South Africa)

Abstract body. The International Declaration on Core Competences in Professional Psychology, developed by The International Project on Competence in Psychology – IPCP, was adopted by both IAAP and IUPsyS in June/July 2016. The Declaration has been translated into many languages and is being referred to in a number of countries. An updated report on the use of the Declaration, together with proposals for a continuation, will be forwarded to the relevant international associations and members of the IPCP network in May 2019. At this ECP 2019 session the status quo of the project will be presented by IPCP WG members: Sverre L. Nielsen, Norway, (Convenor & chair). Moana Waitoki, New Zealand, Buxin Han, China, Tholene Sodi, South Africa, Janel Gauthier, Canada, and Dragos Iliescu, Romania. The following session (Panel Discussion) will be organized as an “open meeting”. See “Competence as a Common Language for Professional Identity and International Recognition. Part 2.”

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meeting”. See “Competence as a Common Language for Professional Identity and International Recognition. Part 2.

UNDERSTANDING THE SELF AS A BEARER OF CULTURE IN THE INTERNATIONAL DECLARATION ON CORE COMPETENCIES

Moana Waitoki

University of Waikato (Waikato, New Zealand)

This paper describes how bearers of culture can influence the uptake, or not, of culture in psychological spaces. While more developed psychological societies may argue that they have much more complex and detailed standards of competencies than those promoted in the current declaration, equitable status in psychology for culturally marginalised peoples has yet to be realised. How then does one ‘demonstrate cultural competence’ when the bearers of culture who work in regulatory authorities, schools of psychology, and psychological societies are yet to demonstrate their cultural competence? How too does one

‘work with an understanding of the historical, political, social and cultural context of clients, colleagues and others’ when the bearers of mainstream cultural epistemologies typically marginalise culturally diverse worldviews? Understanding how culture is carried in psychology is critical to understanding the impact this declaration can have in the everyday lives of the world’s most marginalised peoples. There is hope in this declaration, that we as bearers of culture – dominant, or otherwise, recognise and address our role in creating an equitable world.

IDCCPP: SITUATION IN THE ASIA-PACIFIC REGION

Buxin Han

Institute of Psychology, Chinese Academy Sciences (Beijing, China)

This presentation will give an overview of translations and use of the International Declaration on Core Competencies in

Professional Psychology in the Asia-Pacific region.

THE IPCP IN EUROPE

Dragos Iliescu

University of Bucharest (Bucharest, Romania)

The International Declaration on Competence in Psychology (IPCP) has had maybe a slower and less direct impact on European countries, due to the fact that (a) many of not all of these countries already had regulatory systems in place, and (b) a constant dialogue about regulatory frameworks and competencies describing competent practice in psychology had already been going on for some time under the auspices of the European

Federation of Psychologists’ Associations (EFPA). Direct impact of the IPCP on psychological practice and regulations is therefore low in Europe – but impact on academia and on competency-based education is likely, in those countries where educators and policy-makers explicitly focus on competencies. These evolutions and likely influences are discussed in the presentation.

IN SEARCH OF A COMMON LANGUAGE FOR PROFESSIONAL IDENTITY: THE IPCP DECLARATION IN AFRICA

Tholene Sodi

University of Limpopo (Mankweng, South Africa)

In Africa, the development of psychology as an academic discipline and profession has gone through many twists and turns, with many countries in the continent not having any professional psychology training. In some cases, psychology is not even offered in the curriculum of universities as a stand-alone discipline. In this presentation, I will outline some of the challenges

that psychology has faced in the continent. I will also look at the potential benefits that Africa may get if the IPCP Declaration gains traction and support throughout the continent. I will conclude the presentation by suggesting that the IPCP Declaration could as well serve as a catalyst for the development of professional psychology in Africa.

THE IPCP IN THE AMERICAS

Janel Gauthier

Laval University (Québec, Canada)

This presentation will discuss the impact of the International Declaration on Core Competences in Professional Psychology (2016) on the accreditation of education and training programs in professional psychology and the regulation of psychological practice in the Americas. Examples of the impact of the International Declaration will be provided. They will show that the impact of

the Declaration is greater in countries that are in the process of developing standards of competences for the training and licensing of psychologists. They will also highlight how the Declaration might influence the revision of standards of competences in countries that have had comprehensive and detailed standards of competences for quite some time.

GEROPSYCHOLOGY CONTRIBUTIONS TO CONTEMPORARY AGEING ISSUES – PART 1: NEW ISSUES AND INNOVATIVE PRACTICES

Jasminka Despot-Lučanin

University of Zagreb, Croatian Studies (Zagreb, Croatia)

Constança Paúl

CINTESIS University of Porto (Porto, Portugal)

Reinhard Guss

Hastings&Rother Assessment and Treatment Service, Sussex Partnership NHS Foundation Trust (Hastings, United Kingdom)

Santo Di Nuovo

University of Catania (Catania, Italy)

Isabelle Albert

University of Luxembourg (Luxembourg, Luxembourg)

Abstract body. In the symposium, scholars from five European countries will report on their new research contributions to the field of geropsychology, related to current and future social and technological developments and collaborations. The first part of symposium is on New issues and innovative practices in geropsychology. Results will be presented on: a recent inquiry to psychologists working in the field of ageing in Portugal, on teaching, training, and development of geropsychology; an overview of policy and practice in the development of co-production with persons with dementia in United Kingdom psychology services; innovative practices in Italy involving social robots in the care for elderly people, as a way to address human resources and economic pressures on social care systems; research findings on the adjustments of elder care in Luxembourg, in the context of migration; research findings on wellbeing of older family members in contemporary work conditions in Croatia.

Press paragraph. In the symposium, scholars from five European countries will report on their new research contributions to the field of geropsychology, related to current and future social and technological developments and collaborations. The first part of symposium is on New issues and innovative practices in geropsychology. Paúl (Portugal) will present the results of a recent inquiry to psychologists working in the field of ageing in Portugal, on teaching, training, and development of

geropsychology in Portugal. Guss (United Kingdom) will present an overview of policy and practice in the development of co-production with persons with dementia in UK psychology services. Di Nuovo (Italy) will present innovative practices involving social robots in the care for elderly people, as a way to address human resources and economic pressures on social care systems. Albert (Luxembourg) presents research findings on the adjustments of elder care in the context of migration. Finally, Despot Lučanin (Croatia) will present research findings on wellbeing of older family members in contemporary work conditions.

General summary of the Symposium. Generation changes are apparent in European population as the post-World War II cohort is becoming old, however, with longer life expectancy, higher education level, fewer children, working longer, and more active lifestyles. New generations' potentials, views and expectations of their own old age put new challenges to public policies, scientific disciplines and professional practices. Psychology, and especially Geropsychology, continue providing the research-based knowledge, theories, and education about diverse psychological processes underlying human ageing. In light of generation changes, geropsychologists are developing innovative approaches and practices that will improve the quality of living and subjective well-being in older age. In the symposium, scholars from five European countries will report on their new

research contributions to the field of geropsychology, related to current and future social and technological developments and collaborations. The first part of symposium is on New issues and innovative practices in geropsychology. Paúl, Ribeiro, Biscaia, Sobral, & Santos (Portugal) will present the results of a recent inquiry to psychologists working in the field of ageing in Portugal, on teaching, training, and development of geropsychology in Portugal. Guss (United Kingdom) will present an overview of policy and practice in the development of co-production with persons with dementia in UK

psychology services. Di Nuovo & Conti (Italy) will present innovative practices involving social robots in the care for elderly people, as a way to address human resources and economic pressures on social care systems. Albert, Kretschmer, Malerba & Hoffmann (Luxembourg) presents research findings on the adjustments of elder care in the context of migration. Finally, Despot Lučanin, Lučanin, Košćec Bjelajac & Hanzec Marković (Croatia) will present research findings on wellbeing of older family members in contemporary work conditions.

TEACHING AND TRAINING OF GEROPSYCHOLOGY IN EUROPE: INSIGHTS FROM PORTUGAL

Oscar Ribeiro

Margarida Sobra

Paúl Constança

CINTESIS, University of Porto (Porto, Portugal)

Constança Biscaia

University of Évora (Évora, Portugal)

The demographic ageing appears as a new reality, particularly in Europe, due to increased life expectancy (e.g. EU-28, estimated at 80.9 years in 2014, OCDE, 2016), falling fertility and migration issues. The growing population 65+ and particularly the 85+ subgroup is a challenge to psychology to learn more about the last decades of life and to customise services and interventions to the needs of this population. When does development end and ageing begin? What human characteristics change or endure along life span? What about the ageing self and how to achieve psychological wellbeing facing ageing related diseases and losses? What is to expect from psychologists working with old people in the community or within social or health services? Do the actual assessment tools and psychotherapeutic models work with older clients? Those are some of the main issues we want to raise and discuss based on existing evidence, and on the results of a recent inquiry to psychologists working in the field of ageing in Portugal. Scope review of literature about education and training in geropsychology in Europe, and an online questionnaire hosted by

the Portuguese College of Psychology' (OPP) website. Psychologists received an email asking to participate in the study through a link to an anonymous inquiry covering topics about their background education, specific training, years working with older adults, context and job profile type, and motivations to work in the field of ageing.

Actual needs concerning training were also asked. participants (N=500) mean age 35.19 (SD 9.02), with a majority of women (433, 86,6%) most of them (64,8%) working for 1 to 5 years answered the inquiry. The geropsychology state of art and adequacy of tools and non-pharmacological therapies are briefly debated. The responses are analysed and discussed considering the available courses in geropsychology in Portugal and, compared with available data from other countries. Faculties of Psychology need to enlarge the offer of courses (pre and postgraduate) and professional training associations should include a focus on training psychologists to work with old clients and/or institutions, either from a preventive or therapeutic perspective.

THE DEVELOPMENT OF CO-PRODUCTION WITH PERSONS WITH DEMENTIA IN UK PSYCHOLOGY SERVICES – AN OVERVIEW OF POLICY AND PRACTICE

Guss Reinhard

Sussex Partnership NHS Foundation Trust (Hastings, United Kingdom)

25 years ago psychological work with people with dementia made a very small proportion of geropsychologists' work in the UK and was restricted to cognitive testing for diagnostic purposes and the application of behavioural programmes in long stay institutions. 20 years ago Tom Kitwood's approach to a psychological understanding of dementia in its social context was followed shortly by the first publication by a person with dementia, Christine Bryden's "Dancing with Dementia", and the first examples of self-advocacy. This presentation charts the development of involvement of people with dementia over the intervening years and gives an overview of current practice of co-production between Psychologists and people with dementia in individual practice, in local service development, in national policy work, in research funding application, in project oversight and in the production of professional guidance of the British Psychological Society (BPS). The

presentation will identify the key policies that have facilitated involvement, review key projects of involvement and co-production that paved the way for current practice, and introduce the present day landscape of national collaboration, particularly focusing on the contributions of psychology to their development, support and maintenance. The benefits to services as well as service users will be identified. Difficulties arising for practitioners, for example from professional practice codes around boundaries versus "collegiate working" with potentially vulnerable "patients" will be highlighted, and remedial approaches discussed. Implications for professional practice with people with dementia will be summarised for psychologists in research, service development and clinical practice. Suggestions will be made for more structured research and evaluation, particularly for countries and sectors where co-production is less developed.

SOCIAL ROBOTS AND ELDERLY PEOPLE: A WAY TO ADDRESS HUMAN RESOURCES AND ECONOMIC PRESSURES ON SOCIAL CARE SYSTEMS

Daniela Conti

Di Nuovo Daniela

Sheffield Hallam University (Sheffield, United Kingdom)

The growing number of older people living alone in need of care is one of the great challenges for the social care systems. Social robotics is a way to address human resource and economic pressures on social care systems. Indeed, the increasing evidence from the scientific research is leading the growth of the robotics market focused on services for ageing well. A specific solution are robot companions (e.g., pet-like shape robots), which embody advanced Artificial Intelligence functionalities to conduct social interaction in complete autonomy. Humanoids robots can provide greater support to elderly people, since they are able to pick things up, move around, and have a more natural way of interaction, including speech and gestures. Scientific research is also exploring multi-robot systems to favor independent living, improve the quality of life and the efficiency of care for elderly people. Moreover, the acceptability of the use of robotic companions by elder people is being studied. We will present studies from the

international Robot-Era project, which developed different services to support elderly users individually at home, or collectively in the building and outside. The results of the experiments show that elderly participants are keen to accept robot companions at home as a way to help the family with their care. A general increase in the quality of life, in the different settings studied experimentally, has been found. The research evidence confirms that humanoid social robots can provide a solution for the ageing population challenge, e.g. to reduce social isolation and loneliness. References: Hutson S., Lim S.L., Bentley P.J., Bianchi-Berthouze N., Bowling A. (2011). Investigating the suitability of social robots for the wellbeing of the elderly. *Lectures Notes Computer Science*, 6975:578–587. Cavallo F., Esposito R., Limosani R., Manzi A., Bevilacqua R., Felici E., et al. (2018). Robotic services acceptance in smart environments with older adults: User satisfaction and acceptability study. *Journal of Medical Internet Research*, 20(9):e264.

ELDER CARE IN THE CONTEXT OF MIGRATION

Mirjam Kretschmer

Angela Malerba

Martine Hoffmann

Albert Isabelle

University of Luxembourg (Luxembourg, Luxembourg)

Demographic changes related to ageing and migration are key societal issues of our days. Cultural diversity in elder care will increase considerably in the next years especially in Northern and Western European countries due to a large share of first generation immigrants from the 1950s to 1970s. Culture-specific needs, expectations and behavioural tendencies become particularly salient in times of frailty. Cultures differ in how they arrange old age care and intergenerational co-residence patterns. When families migrate from a more collectivist, family-oriented to a more individualist cultural context, the question arises in how far traditional care patterns from the country of origin are retained or adapted to the host cultural context. Ageing migrants have been found to be more reluctant regarding formal care due to cultural, religious or language issues which might put specific pressure on their close family members who are often responsible for care arrangements, even if not providing hands-on care. The aim of the present study was to examine how established formal assistance should be modified in order to

fit the special needs of both informal caregivers and care receivers with migration background. For this purpose, we will draw on two sub-studies: a) a qualitative study with $n = 3$ in-depth expert-interviews in the field of elder care and migration, and b) a survey in a daycare centre with a large population of elder care receivers with migrant background. Preliminary results show different starting points for a culture-sensitive adaptation of the services. First, as the existence of help services is often unknown to migrants, it is important to provide low-threshold information, involving multipliers. Second, an important aspect is the culture-sensitive training of staff, increasing their awareness of cultural aspects in care and introducing an individualized as well as relationship-oriented approach. Finally, the exchange of caregivers with other concerned turned out to be a helpful resource and therefore it shall be facilitated and supported by formal services. A structural integration of cultural sensitive care services in the existing elder care system is highly suggested in order to meet the future challenges.

WELLBEING AND FAMILY ENGAGEMENT OF OLDER ADULTS IN FAMILIES EXPOSED TO CONTEMPORARY WORK CONDITIONS

Jasminka Despot-Lučanin

Ivana Hanzec Marković

University of Zagreb, Croatian Studies (Zagreb, Croatia)

Damir Lučanin

University of Applied Health Sciences (Zagreb, Croatia)

Adrijana Košćec Bjelajac

Institute for Medical Research and Occupational Health (Zagreb, Croatia)

Eva Anđela Delale

Institute for Anthropological Research (Zagreb, Croatia)

Little is known on how new ways of working, which imply flexible work designs, and employees' control of the time and place of their work, affect employees and their families. Recent research has started focusing on determining factors explaining the relationship between the new ways of working and employee wellbeing, and that of their family members. The aim of the present research was to explore the associations of contemporary work conditions with wellbeing and family engagement of oldest family members. Participants were 100 older adults in Croatia, members of three-generations families consisting of: children, working parents and oldest members – grandparents. Observed variables were: sociodemographic (age, sex, education, marital status, work status), health

status, family engagement, self-perceived health, functional ability, sleep quality, stress, and life satisfaction, all measured by self-report scales. Data were collected individually, in the form of structured interview, at participants' homes, by trained interviewers. Analyses confirmed the association between participants' family engagement and their life satisfaction (correlations from $r = .23$ to $r = .55$). The frequency of different aspects of family engagement and its effects on observed factors of participants' wellbeing were discussed. Recognizing the factors that affect life satisfaction in older adults with regards to their family engagement suggests how to intervene in order to improve wellbeing in older family members.

COMMUNITY PSYCHOLOGY VISION AND BEST PRACTICES FOR RESEARCH AND INTERVENTIONS

Caterina Arcidiacono

*ECPA/ APPsyCI/EFPA Standing Committee Univerità
Frederico II (Naples, Italy)*

Abstract body. The symposium tackles with the roots of community psychology- vision, methodologies, tools – and some innovative examples of their use in facing social issues and at the same time proposes new roles and functions for psychologists. In academic and professional contexts there is a strong debate concerning the potentiality of psychology and its peculiarity in addressing social and individual issues in communities and social domains. What do we need?

Strengthening the role of clinical and social psychology in all domains and bringing their peculiar view is extremely important. We need also to connect sound disciplinary-based 'deep knowledge' to sub- or meta disciplines to detect, set up, and evaluate helpful links to address and solve real world problems (Stark 2018). The symposium will address these topics presenting the visions of community psychology and adding to the discussion relevant action research.

Press paragraph. The symposium deals with psychological competencies not only related to practices and health therapeutic settings, but also oriented to solve societal issues. The symposium aims to introduce the specific community psychology goals and tools describing the potentiality of this branch of psychology, sometime improperly simplistically overlapped to a merely social or educational intervention. Francescato presents new social challenges that psychology could face and Ornelas (Portugal) describes aims, methods and tools of community psychology. Furthermore Mebane describes how psychological knowledge depicts obstacles that women are more likely to encounter in their political career and how the latter cope with them suggesting new visions.

Moreover, Arcidiacono and colleagues describe then the theoretical background that brought

EFPA to the celebration of the 25th November as a day against gender violence focussing on the importance of psychology in pursuing that objective. Finally, Salvatore and al., discuss the results of a participatory action research held in Italy to promote an incubator of new professional profiles for psychologists. Therefore, the whole symposium introduces some theoretical problems facing social challenges, proposes community psychology knowledge as a useful intervention tool and presents two action research on social gaps and opens new psychological profiles.

General summary of the Symposium. Community Psychology (CP) concerns the relationships of individuals with communities and societies at intrapsychic, organizational, cultural and political level (Orford, 2008, Nelson Kloos, Ornelas, 2014; Arcidiacono, 2016). Therefore CP is not based either in the individual or in the community but in their linkage proposing visions for the future of individual and human contexts (Francescato, Zani 2016). At the same time Community 'psychology' focuses on people's experiences: their feelings, thoughts, and actions as they interact to resist oppression and strive to create a better world (Arcidiacono, 2016). What characterizes and makes a psychologist's competence peculiar for social well-being? How can we act, as experts in the interconnection between individuals and contexts? How can we define our competencies when we are not in a health and therapeutic domain? Is there a space for psychological knowledge, or, as Morin has affirmed (2012), the unavoidable need for hybridization of the various social sciences, in a certain way cancels the distinction between the professions by virtue of a variegated and composite interweaving of knowledge? These are the questions that moved this symposium in a double way. On one hand we underlined the

importance of creating a system of alliances with scholars from other disciplines who analyse the development of our world by focusing on resource management, justice, and inequalities and therefore we define community psychology a linking science (Stark, 2012). On the other hand we developed research and intervention methodologies that allow us to discover new social problems and to deal with them as Mebane investigation pointed out. Similarly we

proposed to consider the 25th of November as day against gender violence a best practice that highlights the potential role of psychologists in Emergency Unit, women protection and services for perpetrators awareness. A last contribution depicts how social issues are intertwined with psychological knowledge discovering what solutions the psychological background can offer them as Salvatore and colleagues propose in their interinstitutional action research.

INTEGRATING ENVIRONMENTAL, SOCIOPOLITICAL, CLINICAL AND FEMINIST PERSPECTIVES TO PROMOTE THE FUTURE OF COMMUNITY PSYCHOLOGY IN EUROPE

Caterina Arcidiacono

ECPA/ APPsyCI/EFPA Standing Committee Univerità Federico II (Naples, Italy)

Donata Francescato

ECPA University (Rome, Italy)

Economic globalization processes and the growth of terrorism have created great environmental problems, huge inequality, multiplied the number of war refugees and economic migrants seeking entry in Europe, promoting the growth of nationalist and populist parties and political polarization. To explore what new occupational challenges these macro changes have created for community psychologists. Methods: a) Critical analysis of liberation community psychologists' theories about how these problems have their roots in the uncritical worldwide adoption of a libertarian free market ideology and a growth model based

solely on the GDP. b) Critical analysis of ecofeminist theories that maintain there is a tie between the subordination of women in society, domestic violence, the abuse of natural resources and the increase of local wars and ethnical conflicts (Marcomin and Cima 2018; Raworth, 2017). c) Analysis of which problems can be best tackled by which CP intervention modalities. Activist community psychologists should support environmental struggles and policies to decrease inequalities. They could partner with those (Hickel 2018) who want to build other indicators of progress, besides the GDP (such as Buthan's).

COMMUNITY PSYCHOLOGY AS A SCIENCE AND A PRACTICE DISCIPLINE: PERSPECTIVES AND CHALLENGES

Caterina Arcidiacono

*ECPA/ APPsyCI/EFPA Standing Committee Univerità
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Jose Ornelas

*ECPA/ APPsyCI/ ISPA – Instituto Universitário EFPA
Standing Committee (Lisboa, Portugal)*

Community Psychology has probed for the last three decades to advocate for the advancement of the systematic understanding of the links between individuals and communities, probed to respond to pressing community problems, integrating science and socially relevant interventions, and changing public policies. In this presentation it is examined how community psychology has established bridges among basic science and applied science, generating knowledge from a diversity of sources at multiple levels of analysis, using quantitative and qualitative methods. Research and practice examples are provided on the transposing of substantive knowledge into concrete applications: prevention, intervention, policy

approaches that facilitate the effective and efficient use of evidence-based practices, through the promotion of empowerment and social justice, respect for diversity, sensitivity to contexts, and the enhancement of citizens' capacities and participation. By addressing significant social problems, community psychology requires expertise in transformative systems change, that is the process of shifting and realigning the structures that drive system behaviour such as policies, values, resources, the actors inside the system (e.g. organizations, individuals), and their interactions. Change efforts need to be targeted at multiple ecological levels will lead to more effective, and sustainable solutions.

HOW CAN WE PREVENT THE WIDENING OF GENDER POLITICAL GAP?

Caterina Arcidiacono

ECPA/ APPsyCI/EFPA Standing Committee Università Federico II (Naples, Italy)

Minou Mebane

ECPA/ Università Giustino Fortunato (Benevento, Italy)

M. Giacomantonio

M. Lauriola

University La Sapienza (Rome, Italy)

In spite of decades of women's political battles, there is a persistent underrepresentation of women in legislative bodies: 23.8 per cent worldwide (IPU, Inter Parliamentary Union, 2018). Political power continues to be unequally distributed favoring male gender. A review of the literature, involving top and middle level women politicians, reveals that few research have explored if they perceive the obstacles they encounter in their political career are deriving from situational, gate keeping, gender differences or mass media variables, and how well they can cope with the obstacles they face. Understanding which barriers women still face in their climb to the top and which are harder to cope with is a crucial step in promoting equal participation and preventing gender inequality in politics. What measures need to be taken to prevent the widening of the gender political gap? We believe it is important to understand what kind of obstacles women are more likely to encounter in

their political career and how they cope with them. Methods: Our study involved 233 Italian national politicians (46% females), 425 local politicians (56% females). We explored what kind of obstacles female politicians are more likely to meet and how they cope with them. The (WO) Women's Perceived Obstacles and (WOC) Women's Coping Efficacy in Politics were administered. Our findings show that both local and national politicians perceived more external obstacles, deriving primarily from hostile attitudes of their male colleagues, as gatekeeping theory will suggest. Moreover, our research indicates that both local and national politicians found it hardest to cope with the difficulties of accessing media, particularly national television. These results suggest that to prevent a widening of the gender gap in politics it is critical for women to be trained to have better access to media and to fight against unequal gender representation in the media.

25TH OF NOVEMBER: PSYCHOLOGISTS OF EUROPE JOIN UN IN FIGHTING AGAINST GENDER VIOLENCE. A BEST EFPA PRACTICE IN AN ECOLOGICAL PERSPECTIVE

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Bozzaotra Antonella

Ricciardelli Ester

*OLV Regional Health Service Asl Napoli Centro (Naples,
Italy)*

Reale Elvira

*Emergency Department Ospedale Cardarelli (Naples,
Italy)*

Some time is difficult to describe a psychological intervention in an ecological perspective. Therefore as best practice we want present the network action that brought EFPA together with its Community psychology standing committee and associated member ECPA to propose the 25th of November to become for all European associations of psychologists the day fighting gender violence against women. Violence against women was identified as a health priority in 2013 by WHO and the 67th World Health Assembly resolution on strengthening the role of the health system in addressing violence emphasized the urgent need for better care for women who have experienced violence. Commonly recognized today by all health organizations (WHO, AMA, UN, NIH, etc.) is the gender violence, particularly the intimate partner one. It is widespread in the world in about 30% of the female population and involves high risks of physical – mental illness, but also high risk for life (femicide). Domestic violence (intimate partner violence – IPV) involves physical injury and psychological ill-treatment by a male partner. Violence within a relationship usually results from coercion and

comprises controlling behaviours, verbal abuse, and economic control, in addition to physical assault. Therefore WHO stressed the importance of training all levels of health workers to recognize when women may be at risk of partner violence and to know how to provide an appropriate response. Aims: The aim of this presentation is then to make explicit all the professional actions that psychologists can do in different contexts dealing with gender violence: Emergency Unit, Prevention, Therapy, Taking in charge, empowerment, resilience support etc. A joint experts' research group shared all its knowledge on the topic arriving by consensus to a final document submitted to the institutional organizations. An international team of scholars and professionals engaged in fighting gender violence using new communication technologies was able to prepare a document wider implemented and discussed in all institutional contexts. This action developed at cultural level – referring to Prilleltensky (2008) ecological model – enhanced the awareness about psychological competencies and strengthens in facing gender violence.

COMMUNITY PSYCHOLOGY METHODOLOGIES AS PROMOTER AND INCUBATOR OF NEW PROFILES FOR PSYCHOLOGISTS

Caterina Arcidiacono

University Federico II (Naples, Italy)

Salvatore Sergio

University of Salento (Lecce, Italy)

Arcidiacono Caterina

University Federico II (Naples, Italy)

Bozzaotra Antonella

Campania Region Psychologists Association (Naples, Italy)

Freda M.Francesca

University Federico II (Naples, Italy)

Starting from the traditional use of psychological competences in the health domain, there is now the need to enlarge its area of intervention: Generalized anomie impacts individual and collective life in terms of uncertainty, precariousness and breakdown of consolidated reference frameworks; discomfort, feelings of loneliness, loss of meaning, distrust of institutions, value drifting, defensive castling on identity, nemicalization of Otherness are emerging questions historically associated with the action of other competences and professions – eg. economists, lawyers, political scientists, communication experts. Psychology, however, has the scientific and methodological resources to reverse this historical trend. The complexity and novelty of the phenomena at stake urges us to move in this direction. On the one hand, it is necessary to develop the intervention models currently available so as to make them appropriate to the new potential areas of intervention. On the other, it is necessary to promote the visibility of the contribution that psychology can offer in these areas to the interested parties. These two lines are closely intertwined and complementary. This circularity implies that the construction of innovative

profiles of psychological function can hardly precipitate from the spontaneous action of individual professionals. It is therefore necessary to define institutional incubators that determine the conditions useful for scientific-professional innovation and commissioning to meet and mutually translate into a source of value. Main goals are investing in the construction of innovative profiles of psychological function to give answers to the needs and to the problems that are at the heart of the contemporary world. Interinstitutional participatory action research will be conducted and monitored. The research design, the actors and the stakeholders will be presented. This experimental 3 years project running in Italy with the collaboration of scholars, professionals, institutions and the Campania Region Psychological association, will highlight the preliminary results. A systematic analysis of the process and of the first outcomes of the interventions and the contextual factors intertwined with them will be described and evaluated. The presentation will also discuss the verification protocols made available to the technical-scientific staff, and defined in agreement with the Campania Region Psychological Association.

CREATING POLICIES FROM BEST PRACTICES - PSYCHOLOGICAL INTERVENTIONS FOR BENEFITS OF INDIVIDUALS AND SOCIETIES

Vita Poštuvan

University of Primorska, Slovenia

Damir Lučanin

University of Applied Health Sciences, Zagreb, Croatia

Rifkat J. Muhamedrahimov

Saint-Petersburg State University (St. Petersburg, Russia)

Inauen Jennifer

University of Bern (Bern, Switzerland)

Abstract body. Psychology offers a very broad spectrum of the knowledge and evidenced based interventions. Many of the aspects of interventions eventually become policies, but the translation of individual interventions to broader accepted and implemented practices is a process. The symposia will focus on presenting best practices from different areas, as a part of the work of Board of Promotion and Prevention of European Federation of Psychologists' Associations (EFPA).

Press paragraph. Rifkat J. Muhamedrahimov: Promoting Infant/Toddler Mental Health and Development through Early Intervention and Prevention of the Social Orphanhood Programs based on the early childhood systemic theories show positive impact on the mental health and development of infants and toddlers with special needs living in biological families and in institutions. The interventions helped to improve national practices and policies in the field of infancy and early childhood. Damir Lučanin: Psychological care in the function of improving health and quality of life in older age The aim of this paper is to present some psychological dimensions of an individual and the psychosocial aspects of care for the elderly related to the health, quality and length of life in old age.

Jennifer Inauen: Leveraging psychological theory and mobile technology for effective health promotion and prevention Healthy lifestyles, including healthy eating and physical activity play a major role in preventing chronic diseases. However, changing lifestyles is difficult. In this

presentation, we will illustrate how psychology and mobile technology can be combined to achieve effective behavior change. Vita Poštuvan: Impact of policies and psychological best practices on suicide rates Suicide is a complex phenomenon, therefore the interventions to prevent it need to reflex the complexity. Among the most evidenced based interventions are policies that restrict the access to means, guidelines to promote responsible media reporting and several multi-layer psychological interventions.

General summary of the Symposium. Psychology offers a very broad spectrum of the knowledge and evidenced based interventions. Many of the aspects of interventions eventually become policies, but the translation of individual interventions to broader accepted and implemented practices is a process. We will present examples of best practices, on how psychological care is in the function of improving health and quality of life in older age, how psychology can promote infant orphans mental health and development, how the mobile technology can be leveraged for effective health promotion and how policies in suicidology can have direct impact on decline of suicide rates. The symposia will focus on presenting best practices from different areas, as a part of the work of Board of Promotion and Prevention of European Federation of Psychologists' Associations (EFPA). Damir Lučanin, PhD, University of Applied Health Sciences, Zagreb, Croatia; (e-mail: damirl@zvu.hr) Jasminka Despot Lučanin, PhD, Department of Psychology,

Croatian Studies, University of Zagreb, Borongajska cesta 83d, Zagreb, Croatia; (e-mail: jdespot@hrstud.hr) Rifkat J. Muhamedrahimov (Rus – Рифкат Мухамедрахимов) Head of Child and Parent Mental Health and Early Intervention Division Department of Psychology Saint-Petersburg State University Russian Federation

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GEROPSYCHOLOGY CONTRIBUTIONS TO CONTEMPORARY AGEING ISSUES – PART 2: COGNITIVE FUNCTIONING, AGEING, AND MENTAL HEALTH

Jasminka Despot-Lučanin

University of Zagreb (Zagreb, Croatia)

Matthias Kliegel

University of Geneva (Geneva, Switzerland)

Lars Larsen

Aarhus University (Aarhus, Denmark)

Olga Zamalijeva

Vilnius University (Vilnius, Lithuania)

Gerald Gatterer

Sigmund Freud Private University-Vienna (Vienna, Austria)

Abstract body. In the symposium, scholars from five European countries will report on their new research contributions to the field of geropsychology, related to current and future social and technological developments and collaborations. The second part of symposium is on Cognitive functioning, ageing, and mental health.

Results will be presented on: the role of cognitive reserve accumulated over the lifespan for cognitive functioning in older adults in Switzerland; evaluation on the effect of individual psychotherapy provided in Denmark to elderly care recipients with low well-being; research findings on mental health, chronic diseases, and limitations in activities of daily living in later life in Lithuania; research findings on correlation between needs and behavioural problems in patients suffering from dementia in Austria.

Press paragraph. In the symposium, scholars from four European countries will report on their new research contributions to the field of geropsychology, related to current and future social and technological developments and collaborations. The second part of symposium is on Cognitive functioning, ageing, and mental health.

Kliegell (Switzerland) will present the role of cognitive reserve accumulated over the lifespan for cognitive functioning in old age. Larsen (Denmark) will present evaluation on the effect of individual psychotherapy provided to elderly care

recipients with low well-being. Zamalijeva (Lithuania) will present research findings on mental health, chronic diseases, and limitations in activities of daily living in later life. Gatterer (Austria) will present research findings on correlation between needs and behavioural problems in patients suffering from dementia.

General summary of the Symposium. Generation changes are apparent in European population as the post-World War II cohort is becoming old, however, with longer life expectancy, higher education level, fewer children, working longer, and more active lifestyles. New generations' potentials, views and expectations of their own old age put new challenges to public policies, scientific disciplines and professional practices. Psychology, and especially Geropsychology, continue providing the research-based knowledge, theories, and education about diverse psychological processes underlying human ageing. In light of generation changes, geropsychologists are developing innovative approaches and practices, often in collaboration with other disciplines and connecting to new technologies, that will improve the quality of living and subjective well-being in older age. Functional ability, cognitive functions and mental health are important determinants of quality of life in older adults, and also domains of potential loss in old age. In the symposium, scholars from four European countries will report on their new research contributions to the field of

geropsychology, related to current and future social and technological developments and collaborations. The second part of symposium is on cognitive functioning, ageing, and mental health. Kliegell & Ihle (Switzerland) will present the role of cognitive reserve accumulated over the lifespan for cognitive functioning in old age. Larsen (Denmark) will present evaluation on the effect of individual psychotherapy provided to

elderly care recipients with low well-being. Zamalijeve, Kairys, Jurkuvenas, & Pakalniskiene (Lithuania) will present research findings on mental health, chronic diseases, and limitations in activities of daily living in later life. Gatterer & Süss (Austria) will present research findings on correlation between needs and behavioural problems in patients suffering from dementia.

THE ROLE OF COGNITIVE RESERVE ACCUMULATED OVER THE LIFESPAN FOR COGNITIVE FUNCTIONING IN OLD AGE

Andreas Ihle

Kliegel Matthias

University of Geneva (Geneva, Switzerland)

In this presentation, we will discuss our interdisciplinary research efforts on explaining the enormous interindividual differences in cognitive reserve accumulated over the life course and its role for cognitive functioning in old age. First, we will talk about the build-up of cognitive reserve in early, mid-, and late life (through education, occupation, leisure activities, etc.). Another focus will be on presenting several

Swiss and European studies investigating the role of cognitive reserve for cognitive functioning in different groups of vulnerable individuals in old age (chronic diseases, metabolic syndromes, frailty, stress, etc.). Moreover, we will discuss the interplay of cognitive reserve with other individual-difference characteristics such as personality and social aspects of older adults' life.

INDIVIDUAL PSYCHOTHERAPY IMPROVES THE WELL-BEING OF ELDERLY DANISH CARE-RECIPIENTS

Larsen Lars

Aarhus University (Aarhus, Denmark)

Historically, psychotherapeutic treatment of psychological problems in old people have had low priority among clinical psychologists, especially in regards to non-psychiatric problems. There are several possible explanations for this. Firstly, ageist attitudes on the developmental potential of old people may play a role. Often old people are wrongly believed to have no mental plasticity and capacity for change, hence no therapeutic potential. Secondly, in recent years the public focus has been very much on cognitive decline and dementia in frail old people. This may cause both overgeneralizations about the frailty of "normal" old people and a disregard for more existential and emotional themes in the life of the old person. Objective: To evaluate the effect of individual psychotherapy provided to elderly care recipients with low well-being. The WHO-5 Well-being Index, which is a brief five item self-report inventory, was used to measure the effect of psychotherapy. The overall WHO-5 results range from zero to 100, with scores of 50 and above are considered a sign of normal well-being.

Scores of 35 or lower indicate severe stress and a great risk of depression. The WHO-5 Well-being Index was supplemented by the Common Mental Disorder Questionnaire (CMDQ), which measures anxiety, depression and loneliness. The Center for Quality of Life is a municipal center that offers free psychotherapy to elderly care recipients living either at home or in nursing homes. Clients receive up to eight one-hour sessions. Follow-up measures are collected approximately three months after ended treatment. On average, our clients scored approximately 35 on the WHO-5 at the beginning and improved more than 20 point during treatment. This improvement was significant with a large effect size. The effect remained three months after the last session. Scores on anxiety, depression and loneliness also decreased significantly. Psychotherapy seems to be an efficient way to improve the well-being of frail elderly persons in non-psychiatric populations. Possible ways of promoting psychotherapeutic treatment in the elderly are discussed.

MENTAL HEALTH, CHRONIC DISEASES, AND LIMITATIONS IN ACTIVITIES OF DAILY LIVING IN LATER LIFE

Olga Zamalijeva

Antanas Kairys

Vytautas Jurkuvenas

Vilmante Pakalniskiene

Vilnius University (Vilnius, Lithuania)

Multiple chronic conditions often become constant companions among middle aged and older adults. Moreover, physical health problems in later life that are accompanied by mental health issues result in greater limitations in activities of daily living (ADL), higher suicide risk and increased utilization of healthcare services. Even though personality traits were found to be associated with ADL limitations, mental health outcomes as well as physical health, they are often disregarded in the analysis. The aim of this research is to examine links between ADL limitations, mental and physical health outcomes, while controlling for personality traits and sociodemographic variables. 682 subjects aged 50 and older (age M(SD)=64,1(10); 50-64 n = 384; 65+ n = 298) with no history of mental illness were included in this analysis. Mental health outcomes were assessed using Beck Depression Inventory-II, Beck Anxiety Inventory, Beck Hopelessness scale. Personality traits were measured using NEO-FFI. Subjects were also asked to evaluate ADL limitations due to their physical condition and a checklist of common chronic diseases was used to assess physical

health. Analysis of covariance showed that individuals with multiple chronic conditions had significantly more depression and anxiety symptoms, as well as higher levels of hopelessness than subjects with no or only one chronic condition, even after controlling personality and sociodemographic variables. Hierarchical regression analysis, overall explaining 37 % of variance, indicated that mental health outcomes have significant contribution to the self-reported ADL limitations and are particularly important among the old age group (65+) adding up to 12 % to the explained variance. Older adults with multiple chronic physical conditions are at greater risk of mental health problems and this result is beyond the effects of personality and sociodemographic variables. Moreover, mental health issues play an important role in self-reported ADL limitations, especially among individuals aged 65 and older. Thus, mandatory screening for mental health issues, preventive action, and early interventions should be considered when working with elderly individuals suffering from multiple chronic diseases.

CORRELATION BETWEEN NEEDS AND BEHAVIOURAL PROBLEMS IN PATIENTS SUFFERING FROM DEMENTIA

Elisabeth Süß

Vienna Hospital Consortium (Vienna, Austria)

Gatterer Gerald

Sigmund-Freud Private-University (Vienna, Austria)

Behavioural problems are a common occurrence within dementia. One cause for these challenging behaviours are unfulfilled needs of the people affected. Especially at later stages of dementia, basic requirements can often not be verbally communicated anymore. Conspicuous behaviour is shown as a consequence, in an attempt to express unmet needs. Thus, a system of care that is tailored towards the needs of people suffering from dementia is becoming increasingly significant. This work deals with the acquisition of needs of people with dementia in a stationary setting. Additionally, care options are evaluated in order to reveal the discrepancy between needs and care options. The results show which needs are particularly common, which of those can or cannot be fulfilled, as well as the requirements that are "disruptive" in care settings. A second questionnaire was given to determine needs that might be disguised by certain behavioural patterns. Based on the results, possible causes for challenging behavior

should be more easily recognised and understood by care personnel. The needs of 42 male and female dementia patients in a nursing home were collected. As part of the procedure, the patient's behaviours were precisely observed by the nursing staff and evaluated according to their impressions. The results show that the needs for "freedom/autonomy", "cleanliness" and "communication" as well as "food" are the most disruptive in a care setting. Out of 15 requirements, only those for „communication“, „food“, „drinking“, „movement“ and „love“ can be sufficiently met. Unfulfilled needs for "communication", "safety/security", "freedom/autonomy" and "closeness/intimacy" are often disguised by aggressive, depressive, anxious and intrusive behavior. Utilizing this knowledge, care can be shaped and adapted more towards needs. Key words: dementia, need-orientation, behavioural and psychological symptoms of dementia.

PSYCHOPHYSIOLOGY OF CREATIVITY AND INSIGHT

Natalia Shemyakina

IEPHB RAS (Saint-Petersburg, Russia)

Olga Razumnikova

Novosibirsk State Technical University (Novosibirsk, Russia)

Mark Leikin

University of Haifa (Haifa, Israel)

Abstract body. The proposed multidisciplinary symposium aims to present studies on psychophysiology of creative thinking and insight, factors that can influence creative output. The concept "insight" is thought to refer to the moment of breaking out of an impasse. It enables one to move suddenly, thanks to an "Aha!" moment from a state of not knowing how to solve a problem to a new state of knowing. The cognitive and neurocognitive mechanisms involved in both phases of insight-based problem solving (the current state and goal state) suffer from a lack of detailed characterization. The symposium will combine data from the researches employing psychological and neuroscience methodologies such as EEG/ERP and will allow considering functional underpinnings of insight in creativity processes for use of psychologists, pedagogues, psychophysiologicalists. The special talks will be done to clarify the influence of external factors (i.e. hypoxia) on creative processes. Creative thinking in bilinguals will be also considered.

Press paragraph. What is creativity and why is it so important to explore, preserve and enhance creative abilities in people. What can influence person's creativity looking through the prism of personal characteristics and external circumstances – will be clarified and suggested as the interpretations in talks of Olga Razumnikova (Novosibirsk, Russia), Natalia Shemyakina (St. Petersburg, Russia), Mark Leikin (Haifa, Israel) and Zhanna Nagornova (St. Petersburg, Russia). Prof. Olga M. Razumnikova will present data on neurophysiological differences in creative thinking and insightfulness connected

with the personality trait (intuition) in different experimental models of creative thinking including heuristic, verbal, figural, and social creative tasks. Prof. Mark Leikin will present findings to confirm the hypothesis that balanced bilingualism positively influences divergent thinking. Natalia Shemyakina will describe physiological signs underlie original and insightful decisions in verbal associative search and long-term memory stereotypes overcoming. One of the discussing points will be the influence of the personal traits on neurophysiological and psychological mechanisms of creative thinking. Zhanna Nagornova will give a glance on environment conditions that influence creative thinking.

General summary of the Symposium. The symposium will provide participants an opportunity to discuss new psychological and neurophysiological data on creativity and insight-based problem solving as well as to go into the question how education can benefit from the neurophysiological findings in the problem. The symposium will help to promote integration of the developmental, cognitive and neuroscience experts for multidisciplinary consideration of psychophysiological mechanisms underlying and influencing creativity. It aims to present different studies on psychophysiology of creative thinking and insight, psychological and neurophysiological factors influencing creative outputs. Generally, the concept "insight" is thought to refer to the moment of breaking out of an impasse. It enables one to move suddenly, thanks to an "Aha!" moment of insight, from a state of not knowing how to solve a problem to a new state of knowing. The symposium will combine data

from the researches employing psychological and neuroscience methodologies such as EEG/ERP and will allow considering functional underpinnings of insight in creativity processes. Participants will learn about the neurophysiological signs underlie original and insightful decisions, neurophysiological differences in creative thinking and insightfulness connected with the personality traits (intuition) in different experimental models of creative thinking

including heuristic, verbal, figural, and social creative tasks, different external conditions (hypoxia) and developmental environment (bilingualism) that influence creative output. It is supposed to provide participants an opportunity to learn and exchange information on different aspects of creative thinking and how psychology and education can benefit from the neurophysiological findings.

THE INTERPLAY OF BILINGUALISM, EXECUTIVE FUNCTIONS AND CREATIVITY IN PROBLEM SOLVING AMONG MALE UNIVERSITY STUDENTS

Mark Leikin

Anna Waldo

University of Haifa (Haifa, Israel)

Esther Tovli

Shaanan College (Haifa, Israel)

Twenty eight Russian/Hebrew/English trilinguals, and twenty five non-balanced Hebrew/English bilinguals participated in the study. All participants performed several standard tasks on executive functions and two tests on creativity: TTCT and RAT (in appropriate languages). The findings showed that the Russian-speaking participants performed better on the TTCT, particularly in flexibility and fluency measures. On the RAT test, balanced bilinguals outperformed non-balanced bilinguals in the English version

and exhibited the same results in the Hebrew version of the test. In this case, there were significant correlations between the RAT results in all three languages in the Russian group. The findings seem to confirm the hypothesis that balanced bilingualism positively influences divergent thinking. The hypothesis that performance of bilinguals on creativity tasks is linked to distinctions in the development of their executive functions was not confirmed.

NEUROPHYSIOLOGICAL MARKERS OF INSIGHT IN ASSOCIATIVE SEARCH

Natalia Shemyakina

IEPHB RAS (Saint-Petersburg, Russia)

An insight is the most intriguing stage of creative thinking that is not investigated enough. "Aha" effect is the time of suddenly coming and fitting the task correct decisions (Keller,1930; Wagner et al.,2004). The series of studies aimed consideration of similarities/differences in event-related synchronization/desynchronization (ERS/ERD) markers of insightful solutions. The EEG/ERP studies using RAT alike tasks (Mednick,1968) for remote associative search and a task for overcoming long-term memory stereotype were carried out, with participation of 33 right-handed healthy adults (mean age 23.6 ± 3.1 [SD]). In RAT alike tasks the subjects were to create the fourth word that is somehow related to each of the three presented words from different semantic fields; in the second – to suggest own ending of the well-known saying ("Proverbs"). Subjects had to decide if their answers appeared through insight. EEGs were registered with 31AgCl electrodes in 0.3-30Hz range with 500Hz sample rate (Mitsar Ltd., Russia). ERS/ERD was analyzed on artifact-free

(ICA corrected) trials for each subject using Morlet wavelets applied for 4 s (2 s before and after a marker of the decision). Statistics were performed with RM ANOVA and T-tests. The data suggest involvement of the frontal and right parietal cortex. Creative decisions in "Proverbs" were characterized by higher ERS at 7Hz in the left frontal area (F3) at 800-400ms prior the answers in comparison with memorizing. Insightful decisions in classical RAT compared to those, that were not marked as insight demonstrated an increase of 4-6Hz power 1000-800 ms before the answers in frontotemporal areas bilaterally ($F_{State \times Zone(30,360)}=2.2$, $e(H-F)=0.26$, $p<0.05$). The data corresponds with RAT performance (Razumnikova et al.,2007) and insight solutions in math (Wu et al.,2014) and stressed the role of low frequencies synchronization prior the answers in the frontal cortex in the tasks connected with associative search or insight decisions. Supported by RFBR 19-015-00412-a.

INSIGHT PROBLEM SOLVING DUE TO DIFFERENT CREATIVE TASKS: SPECIFICITY OF INHIBITION AND ACTIVATION BRAIN OSCILLATIONS

Olga Razumnikova

Anna Yashanina

Marina Pusikova

Novosibirsk State Technical University (Novosibirsk, Russia)

Insight is a form of creative cognition. Despite long interdisciplinary studying the mechanism underlying insight remains undiscovered. A set of distributed insight-activated regions, including the frontal, anterior cingulate cortex, amygdala, and hippocampus variably recruited during problem solving was shown by the meta-analyses of fMRI data. Using EEG was revealed that the insight accompanied by paradoxical enhancement of both high-frequency gamma and low-frequency alpha synchronization. So, aim of the study was to analyze the regional patterns of EEG oscillations as balance between inhibition and activation processing at cortex during creativity testing by performing different insight-induced tasks. We have studied creative thinking using different experimental models including heuristic, verbal, figural, and social creative tasks. Multichannel EEG registration was performed during generating ideas during creativity testing. The cortical oscillations were analyzed from delta to gamma frequency ranges. Specific frequency oscillations associated with heuristic task solving were found at the alpha and beta 2 bands. These EEG patterns varied due to intuition as personality trait. When intuition was dominant, more original solutions to problems corresponded to desynchronization of the alpha

biopotentials in the posterior cortex, while low levels of intuition were associated with synchronization. The most informative for differentiation of both verbal and figurative creative thinking were the alpha2 and beta2 rhythms characterized gender differences with greater alpha 2-effect for verbal functions in women and the beta2 oscillations for figurative functions in men. Solving socially significant problems in experimental conditions was accompanied by an increase in the power of the delta and gamma2 bands and desynchronization in the alpha2 band. Revealed intelligence-related different forms of interaction between the frontal cortex and posterior areas were hypothetically associated with predisposition to potential flexibility of information selection strategies during creative thinking. So, creative thinking, regardless of the experimental conditions, is accompanied by integration of low- and high frequency oscillations presented a top-bottom balance of inhibition and activation processing in networks of left-right and anterior-posterior cortical areas that may reflected correspondingly a dominance the logic or insight strategies of idea generation during creative problem solving. This work was supported by 17-06-00166-a and 19-015-00412 grants of the RFBR.

CREATIVE TASK PERFORMANCE UNDER THE NORMOBARIC HYPOXIA

Zhanna Nagornova

Natalia Shemyakina

Russian academy of sciences (Saint-Petersburg, Russia)

The experimental hypoxia is a model that can help to evaluate border states, that causes behavioral changes. The study aimed to explore EEG spectral power changes during creative story generation (ST) under moderate experimental Hypoxia (breathing with oxygen-nitrogen gas mixture with low (11.5%) oxygen content). Subjects (mean age 24 ± 3 [SD]) generated creative stories: before (Normoxia) and after Hypoxia, at the beginning & the end of 1/2 hour hypoxic influence, using pictures from Guilford, Sullivan (1975) test. EEGs were recorded during creative ST and during eyes opened REST(R) in the same time periods during 2 visits of each subject. EEGs were registered monopolarly from 16 AgCl electrodes ("Encephalan-131-03", Medicom-MTD, Russia).

Signals were filtered between 1.6-30 Hz (sample rate 250 Hz) and analyzed on artifact free (ICA decomposed) EEGs at ST & R (WinEEG, copyright Ponomarev, Kropotov). By means of ANOVA were separately analyzed EEG spectra dynamics during R & ST, also were compared EEG spectra ST vs R in D(1.5-3.5), T(4-7.5) A1(7.5-10Hz),

A2(10-13Hz), B1(13-18Hz), B2 (18-30Hz) before, after & during hypoxia. For states above in comparison with Normoxia was obtained gradual increase of slow activity during different stages of Hypoxia, reflecting the cortex deactivation. Increase of power in D, T & A1,2 bands in R is described (Babiloni et al.,2014), while there are no too much data for mental tasks (Temme et al.,2013). The cortex deactivation during creative tasks could be meaningful for forming defocused attention important for ideas search (Fink et al.,2006; Razoumnikova et al.,2009; 2013). Explored differences between EEG spectral power at ST & R at different stages revealed differences in Normoxia, first minutes of Hypoxia & after it. Spectral power was higher for R vs ST in Normoxia in T (TASKxZONE ($F_{15,105}=3.06$, $p<0.05$; $e(H-F)=0.31$)) & A2 (TASK ($F_{1,7}=5.7$; $p<0,05$)) bands. There were no significant power differences for ST vs R at the end of Hypoxia influence. While hypoxia influence was removed there were obtained power differences for ST vs REST in D, T, A1,2 bands, that might reflect compensation hypoxia state for successful cognitive tasks fulfillment. Supported by I.42P

A HUMAN IN INFORMATION SPACE

Victoria Dmitrieva

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Abstract body. During the period of globalization and the network culture the boundaries between countries disappear, but the originality, related to the anthropological aspects and belonging to a particular culture, remains. Realizing this originality, psychology, and in particular counseling, can provide professional assistance and support to a human in the information space. Informational environment can have both a positive and a negative influence. Studying a personality in its interaction with the surrounding reality enables us to obtain data on the interference of information and personality. The aim of the discussion is to help a person in every situation to use all proper integral intelligence and creativity. It makes possible to find the most efficient methods of exchanging information, which will lead to development of the society as a whole.

Press paragraph. High speed of changes in the social reality of the contemporary world suggests an active dialogue of man with the surrounding world, including his more pro-active approach to life, and stimulates modern scientists to draw their attention to ontological elements of human being. The symposium reports will present the results of researches, conducted on the international samples and launch our discussion with the theme of leadership in its modern apprehension in terms of the informational society. In the modern understanding, leadership is regarded as an active position in the interaction with the surrounding world which reveals itself in the development of social, professional and personal spheres of man; behavioural strategies used in critical situations; the combination of motivation to achieve social success and to reach economic results along with the motivation of self-fulfillment and creativity; a specific mode of life.

General summary of the Symposium. A modern person lives in a 'global informational society'. So

psychology should study the means and particularities of interaction in the information space and use information resources efficiently. The majority of the information space is created by mass media where a person is both a producer and a consumer. The aim of applied psychology can be seen as studying of the effects of the features of the personality who acts as an information intermediate. Informational exchange takes place in an integral information space which includes both the verbal and non-verbal ones. Studying these aspects enables us to understand the mechanisms of mutual interference within interaction between the subjects and also increase the efficiency of communication. In the information space of today a person is surrounded by images, the visual ones are the most influential. The ontopsihological approach to the practical use of visual art images and their interpretation examines a person at the moment of interaction with a film of a piece of fine arts. This enables us to define how this experience affects an individual. The problem of humanization of higher education is the practice of developing a mature holistic personality, which is capable of responsible guidance in information space. Management of enterprise through the leadership potential in information society is crucial to form a personality capable of active construction of productive environment and increasing enterprise efficiency. Informational environment can have both a positive and a negative influence. Studying a personality in its interaction with the surrounding reality while using the ontopsihological approach enables us to obtain data on the interference of information and personality. This make it possible to find the most efficient methods of exchanging information, which will lead to development of the society as a whole.

THE ROLE OF PERSONAL FACTORS IN CREATING AND TRANSFERRING INFORMATION

Tatiana Vereitinova

Russian Social State University (Moscow, Russia)

Alexey Shtanko

Consulting Group FOIL (Moscow, Russia)

In today's «global information society» the volume of information supplied to everyone is constantly increasing and information resources are becoming more accessible. In this information space mass media and modern media in general play a significant part in creating and transmitting information. How is the information space created? What individual actions can be motivated by information? How do people select information? When creating and presenting any information, mass media often strive to achieve a form that would provoke a major emotional response. At the same time, the content is influenced by various factors, the most important being the personality of the one who produces it, as our research has shown. According to the ontopsychological approach, the properties of the psychic structure of human personality define specific features of human predisposition to perceive a certain type of information, to a certain type of emotion that it evokes. At the same time, we can introduce a criterion for evaluating the message in terms of its functionality for the individual, the ability or inability to provoke creativity, predetermination of

a certain mode of communication and behaviour of the subject. Our studies of the effects of personal characteristics of the individual in creation, transmission and perception of information in the field of journalism and the mode of presentation and perception of news by the reader have shown that journalists who have different personal characteristics, tend to describe the same fact differently, thus changing the attitude of the readers towards the fact. The research has also demonstrated the personal characteristics that predispose a different attitude to the information proposed to the reader. Emotional state of the subject has been found to be another factor which defines the attitude towards presented information. First and foremost, the information affects the subject where they have already been emotionally structured through memories and re-activates those memories. These studies confirm that certain information becomes a sort of a lever in specific psycho-emotional cycles of the subject associated with a specific thematic selection of their psyche.

INFORMATION EXCHANGE THROUGH THE SEMANTIC FIELD: ONTOPSYCHOLOGICAL APPROACH

Victoria Dmitrieva

Kristina Kharlova

Russian Social State University (Moscow, Russia)

Intersubjective communication is a complex process that includes interaction, comprehension, interpretation of senses and meanings and self-presentation as a communication subject. The specific character of interpersonal information exchange is determined by whether there is psychological feedback, if there are any communicational barriers; the content transfer is defined by interpersonal influence, space and time and by the multiple levels of information exchange. The concept of "semantic field" (Meneghetti, 2012) describe the mechanisms a non-verbal component of the intersubjective communication, apart from the kinetics, the proxemics and the paralinguistic systems. It is a type of distant communication, mechanisms of which are not fully explored although its phenomenology has been largely described. Semantic field can be related to the mechanisms of empathy or the action of mirror neurons. The aim of the research was to study psychophysiological and individual features of emotional state recognition in non-verbal communication. 20 experiments were carried out

with 2 participants and an identical scheme in each – one was the sender of the information (presented with some stimuli to affect their emotional state), and the other one was the recipient (the one, who interpreted the state of the sender). We measured both participants' psychophysiological parameters, as well as the level of empathetic ability, intuitivity, anxiety and biographic data. The experiments showed that people can receive information about the emotional state of another person in the absence of the usual visual channel provided that the subject presented with various stimuli affecting their emotional state is in the immediate proximity. In the experiment the ability to accurately recognize the emotional state was related both to the ability to empathize and personal anxiety (as a feature of the organism's reactivity). While using both verbal and non-verbal communication the biggest significance is attributed to the mimics and changes in the other person's speech, in the absence of visual contact and verbal information the participants were more guided by the sensations in their own body and their own mental images.

IMAGES OF VISUAL ART IN PSYCHOLOGICAL PRACTICE

Alexander Ostrovskiy

Slavs Association of Ontopsychology (Moscow, Russia)

Victoria Dmitreiva

Russian Social State University (Moscow, Russia)

By images of visual art which can be applied to psychological practice we understand figurative images of both contemporary and classical visual arts. The wide variety of phenomena of visual arts enables us to study and use images from painting, cinematography, photography, design, advertising etc. Due to ever-growing use of images of visual arts in communication, the applied aspect of psychology is gaining more importance. Images of visual arts in modern information space enables psychology both to manipulate the psychological state of the audience and help them recognize their own integrity. Studying images of visual arts makes it possible to define psychological factors of their creation and interpretation. We are carrying out experimental research of the way images of classical and contemporary arts are perceived at museum exhibitions. The results of this research are used to develop educational programs. Studies have been carried out in the field of contemporary visual art, such as painting, advertising, photography and design. This has

enabled us to define internal factors at the basis of creative processes around visual images. Studies of individual preferences regarding the choice of visual images can be used in developing recommendations for designers, artists, photographers and ad makers. The studies of application of cinematographic images in psychological practice have shown both diagnostic and therapeutic abilities of cinema. In onthopsychology there is a method known as cinemology, which uses cinema within group counselling. A carefully chosen film can provoke a strong emotional reaction showing the most significant aspects that concern and identify the person. This helps them recognise their own features and modify their behaviour, making more accurate decisions. Combining studies in the field of several types of visual arts provides us with an opportunity to identify the internal criterion of visual perception and visual creativity. The internal criterion of creating and perceiving images of visual arts is unified within modern information space.

THE PROBLEM OF HUMANIZATION OF EDUCATION IN HIGHER TECHNICAL SCHOOL

Marianna Mikhailova

Moscow State Technological University (Moscow, Russia)

The current stage of development of society is becoming quite problematic for the development of the most sensitive intellectual part of youth, which will have to take a leading position in scientific and technological progress. This stage is due not only to a change in the educational paradigm, general informatization and sharply increasing narrow profile of specialists, but also to the growing superficial attitude towards the meaning of one's own life fostered by globalized mass consumption culture. The purpose of the study was to analyze the perception of the concept of humanization of higher education as well as the image of a graduate of a technical university in the views of faculty members and graduate students of a Moscow based technical university. The theoretical and methodological basis of the study was the ontopsychological concept of pedagogy. The study involved 212 people among whom 30 teachers are candidates and doctors of technical sciences and 182 graduate students of 1-3 courses of the technical university. (N = 212; 79% are men, 21% are women; average age is 27 years). Research tools included author questionnaire and semi-

structured interviews. As result demonstrated, the graduate of the technical university is a professional who is able to creatively solve tasks. The formation of professionalism is hampered by the lack of practice during the learning process, an insufficient level of personal responsibility, a lack of positive positioning of the domestic engineering school. The main values are patriotism, love, and family. The group of graduate students has a high level of desire for knowledge, a high level of ambition and low self-confidence and practical skills. The concept of humanizing higher education among respondents raises more questions than answers. Although, humanization has the most important social function: formation of an all-round skilled specialist with well-balanced high professionalism, intelligence, creative approach to solve issues, high social activity and responsibility. As the aim of the modern higher engineering education is not only fundamental training of a specialist but a formation of his professional and personal features, it makes difference of the role of Humanities position in hierarchy of education courses.

MANAGEMENT OF ENTERPRISE THROUGH THE LEADERSHIP POTENTIAL IN INFORMATION SOCIETY

Olena Babina

Private Higher Educational Institution (Kiev, Ukraine)

In today's business environment, leadership in the organization is the driving force. The XX-XXI century is marked by questions of conceptual and practical value of definitions "leadership" and "psychology of leadership", however existing results of developments have more theoretical, than practical. The question of leadership is still relevant and not solved until the end. Today is require rethinking: I. The research of the issue "psychology of the leader". II. Development of leadership potential at the enterprises. III. Change management in the context of development of leadership potential in the enterprises.

The aim of the presented study is to develop theoretical and practical bases of formation of change management system in the enterprise through the development and management of leadership potential. Most of the definitions are based on research of how a leader manifests himself, and what are the consequences of leadership. Today, the development and integration of psychological science in management highlights the problem – how to create leaders in society and how to maximize their use in the management of business

structures. The following tasks were specified: 1) To analyze and evaluate the development of the leader's potential at the enterprises of Ukraine and to develop the regulation. 2) To offer tools for assessing the dynamics of changes in the enterprise with the help of leadership potential. The research involved fifteen enterprises of the textile industry of Ukraine. The sample comprised 300 respondents. The analysis of the dominants of the activation of the Change Management System on the basis of the Resultant Leadership, it has been revealed that the key factor of change is the leadership potential, which provides an integrated link between all subsystems of the potential of an enterprise for change. Our research suggests that leadership potential is a socio-psychological characteristic of a person that reflects the individual's ability to successfully lead a situation. It is the level of leadership potential that determines the possibility of using other functional capacities of an enterprise. The results of the study were tested at five Ukrainian enterprises. The work has its practical significance for various industries and the state as a whole.

COMMUNITY PSYCHOLOGY PERSPECTIVES ON PREVENTION. THEORETICAL AND PRACTICAL APPROACHES FROM EUROPEAN COUNTRIES

Nicholas Carr

Haukeland University Hospital (Bergen, United Kingdom)

Susanne Wilson

University of Central Lancashire (Preston, United Kingdom)

Isabel M. Herrera Sánchez

Social Universidad de Sevilla (Sevilla, Spain)

Bernd Dr. Röhrle

(Germany)

Abstract body. This Symposium aims at describing new and innovative approaches in preventing social and mental problems among the younger generation. To enrich traditional perspectives on prevention, projects from a wide range of national contexts (Germany, Norway, UK and Spain) demonstrate how problems can be reduced by using community psychology methods and competencies in prevention.

Press paragraph. Symposium for ECP2019 Moscow EFPA Standing Committee on Community Psychology Theme; Community Psychology perspectives on prevention. Title; Community Psychology Perspectives on prevention. Theoretical and practical approaches from European countries. Convenor; Nicholas Carr Clinical Community Psychologist Convenor Efpa Standing Committee on Community Psychology Haukeland University Hospital Authors; Susanne Wilson, Mphil, Msc, Bsc Research Fellow in Social Inclusion and Community Engagement Westlakes Campus University of Central Lancashire Isabel M. Herrera Sánchez, Silvia Medina-Anzano, Samuel Rueda-Méndez Departamento de Psicología Social Universidad de Sevilla Facultad de Psicología. Universidad de Sevilla Prof. Dr. Bernd Röhrle P: Verdistr. 8 *72768 Reutlingen-Sickenhausen Nicholas Carr Clinical Community Psychologist Convenor Efpa Standing Committee on Community Psychology Haukeland University Hospital Bergen Norway

General summary of the Symposium. The situation in West Cumbria (UK) is seen as parallel

to Russia's post industrial areas. By collaborating with the local authorities, it is possible to build trust and safety among children growing up in deprived areas with limited services. Creating safe and relational spaces for children is described to prevent children from being excluded from civil society. A new study describes the storytelling technique in preventing substance abuse and addiction of cannabis in juvenile offenders. To meet the lack of adherence and motivation to treatment, storytelling has been shown to reduce risk behaviour. This approach takes into account the different contextual and cultural identities of substance abuse. The growing figures of mental health problems cannot be handled by curative measures alone. Results from meta analyses of effectiveness to prevent mental disorders are discussed and evaluated. Potential strategies for evaluating prevention programs of mental disorders are discussed from various theoretical perspectives. Suicide prevention is a major challenge both in eastern and western European countries, and a community psychology approach is recommended by the WHO for member nations. The role and methods used by a community psychologist in supporting and facilitating the process leading up to the political decision to adopt an Action Plan in the Community is outlined. Volunteer groups are crucial partners in order to reach people without a visible or known risk. To apply a zero suicide vision as guiding principle can stimulate cooperation between services and users.

STORYTELLING AS A STRATEGY FOR THE SELECTIVE PREVENTION OF HARMFUL USE AND DEPENDENCE ON CANNABIS IN JUVENILE OFFENDERS

Isabel M. Herrera Sánchez

Silvia Medina-Anzano

Samuel Rueda-Méndez

Social Universidad de Sevilla (Sevilla, Spain)

Recent research has shown how Storytelling interventions can boost motivation to abandon risk behaviour. This technique can generate intentions for change, help set behavioral goals, and facilitate the control of change. In addition, from a community approach, storytelling addresses ecological diversity, understood as all those contextual, cultural and differential aspects including the different sections of identity and substance abuse. Storytelling approaches the problem of substance abuse from a fully identitarian perspective. The aim of this study is to test the effectiveness of the storytelling technique in preventing the use of cannabis in juvenile offenders. In particular those who begin

to experiment with this substance in order to prevent harmful consumption and dependence on cannabis in juvenile offenders who already manifest harmful consumption to reduce this pattern of consumption. Its effectiveness will be shown in juvenile offenders with similar contextual and psychosocial characteristics. A mixed sequential design will be used with two phases of information collection. A qualitative phase will address the phenomenon of cannabis use, examine personal experiences of harmful use and analyse their life trajectories. Keywords: Selective prevention, cannabis, narratives, juvenile offenders.

PREVENTION IN MENTAL HEALTH. NEW EVIDENCE ON EFFICACY AND EFFECTIVENESS IN PREVENTIVE MENTAL HEALTH STRATEGIES

Bernd Dr. Röhrle

(Germany)

The growing number of mental health problems cannot be treated by curative methods alone. A shift to more prevention and mental health promotion is needed. Methodological approaches such as meta-meta-analyses are proposed in search of evidence in prevention of mental disorders. Numerous reviews reporting on the moderate efficacy of strategies to prevent mental disorders are methodological inconclusive. More convincing is the following meta-meta-analysis based on a random effect model that reports a moderate effect size. This effect is based on numerous meta-analyses grounded on a heterogeneous database. Differences in results stem from different approaches, such as competence or disorder orientation, specific life events focus, and setting specific forms. Selective or indicated prevention programs did not differ significantly from each other. Effects for pathogenic or salutogenic

characteristics did not differ significantly. Prevention programs for adults were more successful compared to those for children and adolescence or mixed population. A meta-regression analysis indicated that disorder- and proportion-oriented interventions negatively predict effects, thus contrasting results for the adult population. These results are discussed with respect to potential strategies for the evaluation of the prevention of mental disorders. Results from controlled prevention studies are far from successful. Whether and how these results can be implemented in practice with widespread impact, is the question that remains. The results from such efforts are promising, but the number of prevention studies reporting on implementation with sustainable effectiveness is still comparatively low. Keywords: prevention, mental health promotion, mental health, mental disorders, meta-analyses, meta-meta-analyses.

ACTION PLAN IN THE COMMUNITY – A ZERO SUICIDE VISION PREVENTING SUICIDE

Nicholas Carr

Haukeland University Hospital (Bergen, United Kingdom)

This presentation aims at describing the role and methods used by a community psychologist in supporting and facilitating the process leading up to the political decision by the City Council in 2018. The Action Plan is a coordinated structure between services involved in prevention, and includes a commitment by the leadership with responsibility for the services. The city parliament decided in 2016 that Bergen should adopt an Action Plan as a guiding tool for suicide prevention including new proposals to strengthen the services. To reach people without a visible or known risk, has been the main challenge in prevention. The first task for the Psychologist

was to promote Community Suicide Prevention competencies at all stages in the two year process. The second task was to facilitate contact between policy makers, volunteers and mental health institutions. NGOs and volunteers are important partners as they can make implicit knowledge known to the community. The Action Plan links up the volunteers with Higher Educational Institutions, Private Clinics, Student organizations and Public Resource Centres. To apply a zero suicide vision as guiding principle can stimulate cooperation between services and users.

TEMAS (TELL-ME-A-STORY), A MULTICULTURAL TEST AND TREATMENT MODALITY FOR THE 21ST CENTURY

Erminia Costantino

American Multicultural Institute (Flushing, USA)

Elsa Cardalda

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Maryse Costantino

TEMAS Test Publishing (Flushing, USA)

Ernesto Pais

Universidad Abierta Interamericana (Buenos Aires, Argentina)

Vito Tummino

Azienda Ospedaliera S. Anna di Como (Como, Italy)

Abstract body. TEMAS is a multicultural test that has been validated in different countries and more recently has evolved into several applications of evidence-based Narrative therapy. In the USA the TEMAS test was standardized on 650 children aged 5 to 13 and normed on four culturally diverse groups: Black, Puerto Rican, Other Hispanic, and White. As an evidence-base therapy, TEMAS was first used with Hispanic children in 1994 and showed to be effective in reducing anxiety and aggressive behavior. It was also successfully implemented as trauma treatments with Hispanic children in a 9/11 terrorist attacks multisite study. Three years ago, the TEMAS was used in a large school-based trauma-based intervention project with Hispanic schoolchildren in USA. The objectives of this symposium are: to show that the TEMAS is a clinically useful tool for multicultural children, adolescents, and adults; and to demonstrate the validity of evidence-based TEMAS trauma therapy in multicultural populations.

Press paragraph. TEMAS is a multicultural test that has been validated in different countries and more recently has evolved into several applications of evidence-based Narrative therapy. In the USA the TEMAS test was standardized on 650 children aged 5 to 13 and normed on four culturally diverse groups: Black, Puerto Rican, Other Hispanic, and White. As an evidence-base therapy, TEMAS was first used with Hispanic children in 1994 and showed to be effective in reducing anxiety and aggressive behavior. It was

also successfully implemented as trauma treatments with Hispanic children in a 9/11 terrorist attacks multisite study. Three years ago, the TEMAS was used in a large school-based trauma-based intervention project with Hispanic schoolchildren in USA. The objectives of this symposium are: to show that the TEMAS is a clinically useful tool for multicultural children, adolescents, and adults; and to demonstrate the validity of evidence-based TEMAS trauma therapy in multicultural populations. This TEMAS Symposium will gather a cadre of international academics and professionals who are experienced researchers and clinicians. Guests invited for the TEMAS Symposium will be arriving from Puerto Rico, USA, Argentina, Italy and South Africa. This gathering of minds will help us prepare for the challenges of Psychology in the 21st century.

General summary of the Symposium. Multicultural nations such as the United States and the European Union require nonbiased psychological assessment and models of treatment that can help municipalities better understand and deal with the influx of refugee and immigrant groups. The TEMAS was first standardized in the USA as the sole multicultural narrative test with Black, Puerto Rican, Other Hispanic, and White children adolescents. Recently it was normed in Italy with Italian, Latin-American, and Arabic children. Other multicultural research with the TEMAS has been conducted with children living in Puerto Rico, El Salvador,

Argentina, China. This symposium aims to show the multicultural validity of TEMAS in its different facets and applications. This TEMAS Symposium will gather a cadre of international academics and professionals who are experienced researchers and clinicians. The first presentation focuses on the recent developments in the USA using the TEMAS techniques for trauma-based interventions with Hispanic children. The second presentation will cover recent advances in Argentina, using the TEMAS with older populations. This presentation and the third one,

will explore the specific issues in using the TEMAS in clinical practice. The last and fourth presentation will address the study conducted in Italy with the TEMAS. In conclusion, we will show the historical path of the development of the TEMAS techniques and how numerous studies in the USA and other countries support the multicultural and cross-cultural validity of the TEMAS. This knowledge can be helpful for the multicultural populations living in the EU as immigrants or refugees.

DEVELOPMENT OF THEORY OF MIND IN CHILDHOOD

Francisco Pons

University of Oslo (Oslo, Norway)

Aleksander Veraksa

Lomonosov Moscow State University (Moscow, Russia)

Abstract body. Theory of mind is the ability to understand mental states (emotions, desires, beliefs, intentions etc.) of oneself and of others that is heavily based on research of J. Piaget school (Piaget, 1947; Bruner, 1982; Wimmer, Perner, 1983). Nevertheless, the way children understand the nature, causes and consequences of emotions and the way they use this understanding to explain, predict and change their own emotions and the emotions of others in their everyday life has emerged as one of the best predictors of their psychological well-being, pro-social competences and school achievement (Harris et al., 2016; Wellman 2014 for reviews).

Press paragraph. One of the most actively developing areas of modern research in developmental psychology aims to study theory of mind and its connection with other psychological characteristics of child development (e.g., Apperly et al., 2011; Bock, Gallaway, & Hund, 2015; Wellman, & Peterson, 2013). This cognitive ability underlies children's social skills that along with executive function development provide for a child's successful adaptation to school education (Willoughby et al., 2012). In our joint symposium we combine different perspectives of research from Europe. The symposium addresses the following problems and prospects: (1) The development of theory of mind and emotion understanding in preschool age; (2) The impact of the culture of the children on their understanding of emotions; Speakers' titles, full names, affiliations, countries, and contact details: Francisco Pons, PhD, Professor, University of Oslo, Department of Psychology, e-mail: francisco.pons@psykologi.uio.no Aleksander Veraksa, PhD, Professor, Lomonosov Moscow State University, Faculty of Psychology, e-mail: veraksa@yandex.ru Olga Almazova, PhD, associate professor, Lomonosov Moscow State

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General summary of the Symposium. The term "theory of mind" denotes a cognitive ability to understand one's own mental states such as thoughts, desires, beliefs and emotions, as well as other people's mental states (Perner, Lang, & Kloo, 2002). This line of research is based on J. Piaget's idea of egocentrism as being a specific feature of the pre-operational thinking stage which implies that a child constantly discovers its relative inability to take the position of another person, i.e., to treat one's own point of view only as one of many possible others and coordinate it with the latter (Flavell, 1963). A qualitative leap in the development of the theory of mind (taking different perspectives, development of the ability to detect and understand deception, irony, sarcasm, etc.) occurs at preschool age and ensures the ability to cooperate with others (Apperly et al., 2011; Miller, 2009, 2012; Willoughby et al., 2012). Numerous studies show the connection between the theory of mind and the development of an understanding of emotions, executive functions, play and imagination at preschool age (e.g., Devine, Hughes, 2014; Bock, Gallaway, Hund, 2015; Carlson, Claxton, Moses, 2015; Cantin et al., 2016). However, the mechanisms of their interrelationships are not yet fully understood. The way children understand the nature, causes and consequences of emotions and the way they use this understanding to explain, predict and change their own emotions and the emotions of others in their everyday life has emerged as one of the best predictors of their psychological well-being, pro-social competences and school achievement (Harris et al., 2016; Wellman 2014 for reviews). However, despite the importance of emotion understanding, the impact of the culture of the children on their understanding of emotions is rarely addressed and the findings are

incomplete and inconclusive. In our joint symposium we combine different perspectives of research from Europe. The symposium addresses the following problems and prospects: (1) The development of theory of mind and emotion understanding in preschool age; (2) The impact of

the culture of the children on their understanding of emotions; The topics will be: – The connection between theory of mind and executive functions in preschool age – Emotion understanding in African Fon Children.

META-ANALYSIS OF CHILDREN'S EMOTION UNDERSTANDING DEVELOPMENT: RESULTS BASED ON TEC 1

Daria Bukhalenkova

Lomonosov Moscow State University (Moscow, Russia)

Today, it is possible to find many instruments to assess emotion understanding from early childhood to adulthood (e.g. Castro et al., 2015 for a review). However, many of these instruments need expertise, take time to administer and score (limited reliability), assess only one or two core components of emotion understanding (often rather simple), can be used either with young children or old children (not both), are demanding in terms of language production and/or comprehension, and are occasionally rather expensive (limited accessibility). While, the Test of Emotion Comprehension– TEC (Pons & Harris, 2000), which can be used between 3 to 11 years old children, overcome these limitations. It has now nearly 20 years and it has been translated and adapted so far into more than 25 languages. In the present study, the meta-analysis technique was used to analyze the studies which used TEC, in order to (i) identify trends of the overall development of emotion understanding, (ii) explore different developmental patterns of the development of nine components of emotion understanding, and (iii) examine potential culture

difference. After searching the literatures, 54 reports or articles including 95 separate age groups encompassed in current analyses. The relation between age and mean TEC score is nonlinear. The R^2 of quadratic model ($R^2=0.87$) is higher than linear model ($R^2=0.85$). The relationship between age and mean scores on the nine components (total sample groups=31) are also examined. Using the curve linear estimating method, we find that Recognition, External, Desire and Regulation are fully mastered before 11 years of age. While other components are still being acquired after 11 years of age. Children's data from four countries, China, Germany, Italy, and UK, were compared to assess cultural differences. Multilevel regression was used to test for the effect of country. The main effect of country was significant. Inspection of each pair of countries showed that Chinese children performed better than British ($t=2.70$, $p<0.01$) and German children ($t=2.30$, $p<0.05$). The analyses helps us have a better understanding of development of emotion understanding in children.

LINKS BETWEEN THEORY OF MIND, EXECUTIVE FUNCTIONING AND EMOTIONAL RECOGNITION AND REGULATION IN PORTUGUESE PRE-SCHOOLERS

Carla Martins

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Ana Osório

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School of Psychology, University of Minho (Braga, Portugal)

Preschool age is a fast-growing developmental period for several milestones, such as theory of mind, executive functioning and emotional regulation, that will set the stage for later outcomes (e.g., academic performance, social competence). Given researchers' continued interest in advancing the understanding about the development of these abilities in early childhood, the goal of this talk is to explore their inter-relations in a normative sample of Portuguese pre-schoolers. The sample comprised 67 children (36 boys, 53.7%) recruited from childcare centres in northern Portugal for participation in a broader longitudinal study on the developmental predictors of school readiness. Children were assessed at two time points: 4.5 years of age (Time 1, T1) and approximately 1 year later (Time 2, T2). Children's ToM was assessed using a set of standardized and well-validated tasks (Hughes et al., 2000; Wellman & Liu, 2004) at T1 and T2. Inhibitory control was assessed using the Head-Toes-Knees-Shoulders task (Ponitz, McClelland, Matthews, & Morrison, 2009), while cognitive flexibility was measured based on the Executive Function Scale for Early Childhood (Carlson &

Schaefer, 2012), both at T1 and T2. Emotion recognition was assessed at T1 using the Emotion Recognition Questionnaire (Head Start REDI, 2004). At T2, mothers completed the Emotion Regulation Checklist (Shields & Cicchetti, 1997). Descriptive statistics revealed high individual variability in all study variables. ToM at T1 was found to be significantly associated with ToM at T2, $r=.41$, $p=.001$. A significant association was also observed between cognitive flexibility assessed at T1 and T2, $r=.51$, $p<.001$. Such developmental continuity was not found, however, for inhibitory control or emotion recognition and regulation (all $p>.05$). Regarding the relations between developmental domains at T1, we found a significant association between child emotion recognition and inhibitory control, $r=.36$, $p=.003$, and cognitive flexibility, $r=.41$, $p=.001$. At T2, emotion regulation and inhibitory control were found to be related, $r=.28$, $p=.021$. No significant associations were observed between children's ToM and the other study variables. The potential implications of the results for developmental science and practice will be discussed.

EVALUATE THE UNDERSTANDING OF EMOTIONS AND MENTAL STATES IN TYPICAL AND ATYPICAL DEVELOPMENT: RESULTS FROM TWO INNOVATIVE TOOLS.

Daria Bukhalenkova

Lomonosov Moscow State University (Moscow, Russia)

Emotion Understanding and Theory of Mind are two complementary, although different, aspects of child social cognition, and the TEC (Pons & Harris, 2000; Italian version: Albanese & Molina, 2013) and the ToM Storybooks (van Geert, Hoogewys, Loth & Serra, 1998; van Geert & Hoogewys, 2017; Italian version: Molina & Bulgarelli, 2012; Bulgarelli, Testa & Molina, 2015) are two innovative tools conceived to evaluate these aspects. Our research aims at verifying (i) the correlation between the two instruments, both in typical and atypical development; (ii) the developmental trend of competences by age, in typical and atypical children as well; and (iii) the relationships with verbal and non-verbal cognitive competence. We observed 223 typically

developing children, 40 children with Autism Spectrum Disorder (ASD) and 43 children with Specific Language Impairment (SLI), from the Italian standardization sample of the two tools. Preliminary results showed a good correlation (.726, $p < .001$) in typical population, and in ASD (.713, $p < .001$) and SLI samples (.602, $p < .001$) as well. The developmental trend by age, on the contrary, was different for ASD children in comparison with typical and SLI children. Results will be discussing in term of theoretical relationships between the two constructs and in term of instrument validation. Theory of mind. Emotion comprehension. Tom Storybooks. TEC. Concurrent validity.

WHAT IS THEORY OF MIND FOR? IMPACT OF CHILDREN'S UNDERSTANDING OF THE MIND ON THEIR SOCIAL INTERACTIONS AND PERFORMANCE IN COOPERATIVE PROBLEM-SOLVING TASKS

Daria Bukhalenkova

Lomonosov Moscow State University (Moscow, Russia)

Research on Theory of Mind (ToM) has provided substantial knowledge about the development of children's ability to understand cognitive and emotional mental states and processes in the self and others. Research shows that social interactions boost ToM development in preschool years. However, the reverse relationship, i.e., the impact of children's ToM on their social interactions, has been less examined and the findings are scarce and unclear, particularly, with regard to the role of ToM for cooperative problem-solving among school-age children. The studies to be presented in the symposium examine to what extent children's ToM (i.e., cognitive and emotional aspects) impacts their individual problem-solving performance and the way they interact in cooperative problem-solving tasks. Sixty-eight Brazilian children between 4 and 9 years of age were assessed for their ToM, cognitive performance and social interactions in both individual and cooperative conditions of a spatial transformation task and a sensorimotor task.

The main findings showed that: 1) ToM impacts children's performance in both the spatial transformation and sensorimotor cooperative tasks; 2) higher ToM explained more openness to a peer's perspective during a socio-cognitive conflict, while lower ToM was associated with more rejection to the peer's point of view. By showing how ToM relates to the way children interact and their performance in problem-solving tasks, the findings suggest that ToM is a socio-cognitive mechanism underlying cooperation. We compare the findings with other European studies examining the relations between ToM and cooperation and discuss how a circular relationship between ToM as declarative knowledge and ToM as a procedural skill might explain the overall pattern of findings. Knowledge about when children develop an understanding of minds and the ability to apply this knowledge can have implications across social learning contexts, including school settings. Thus, educational implications are also discussed.

PRESCHOOLERS' EMOTION UNDERSTANDING AND THEIR IDEAS ABOUT EPISTEMIC STATES (BELIEFS)

Arkadiusz Gut

Catholic University of Lublin (Lublin, Poland)

Francisco Pons

University of Oslo (Oslo, Norway)

Krystian Macheta

Pedagogical University of Cracow (Cracow, Poland)

In our presentation, we elaborate the relationship between the emotion understanding measured by Test of Emotion Comprehension (TEC) and epistemic states understanding measured by four different tasks: (1) Unexpected Content (deceptive box) traditional FBT; (2) Appearance-Reality Tasks [deceptive object]; (3) Intensionality Tasks; (4) Second Order False Belief. Our study is based on Polish preschoolers (N=106, aged 3-6). The study established the general developmental trajectory of emotion understanding of Polish children. Children ideas and understanding about beliefs were measured by four types of tasks. We were interested in how (and in what stages and order) knowledge about different aspects of beliefs develops in children and how the competence measured by different tasks correlates with emotion comprehension. We distinguished the following aspects of understanding beliefs in regards to the four aspects of beliefs: a) unexpected content; b) appearance-reality task; c) intensionality task; d)

second-order false belief task. In all tasks children have to cope with a distinction of two perspectives: (a) one shared by the child; and b) one not shared by the child, as well as to provide explanations of their decisions in each task. We showed that emotion understanding positively correlates with different tasks that measure belief understanding. The smallest but still significant correlation was found between emotion understanding and sum of answers from the four tasks (taking into account both perspectives). In addition, the connection between emotion understanding and children ability to explain their choice in all theory of mind tasks were found as significant.

However, the regression analyses showed that the most significant emotion understanding predictor is the sum of correct answers (together with explanations) in Intensionality Task, less in First Order FBT; Appearance-Reality Task and in Second Order FBT.

REFLECTIVE AND ACTIVITY APPROACH TO COUNSELLING HELP IN LEARNING ACTIVITY

Viktor Zaretskii

*Moscow State University of Psychology and Education
(Moscow, Russia)*

Abstract body. The symposium is devoted to the experience of developing, implementing and transmitting a reflective and activity approach (RAA) to counselling help in learning activity. RAA is considered as a direction within the framework of cultural-historical psychology, based on its main concepts of the connection between learning and development. The reports present a multi-dimensional model of the zone of proximal development, on the basis of which counselling help is built and explanations of the work of psychological mechanisms are provided, in which the overcoming of learning difficulties contributes to the cognitive and personal development of students in various directions (along various dimensions). The author analyzes the experience of creating developmental conditions for orphans with disabilities with severe somatic diseases, the experience of overcoming children's limitations due to their particular social situation of development.

Press paragraph. In report "Reflective and activity approach in learning activity: application experience and problems of transferring" V.K. Zaretskii, M.M. Gordon and Y.V.Zaretskii, employees of MSUPE, experts who were at the origins of the reflective and activity approach, describe the experience of applying and transferring technologies and principles of the reflective and activity approach. In report "The Psychotherapeutic Effect of counselling help in Overcoming Learning Difficulties" Mi.M. Gordon, teacher of ROU, psychotherapist and I.A. Nikolayevskaya, teacher at MSUPE, a counsellor of RAA, presents practical cases of counselling work in learning activity. In report "Experience in creating conditions for learning and development of orphans with somatic diseases" D.V. Alamuri, psychologist at Visiting Neznaika Center" and O.A. Lizunova, teacher at Visiting Neznaika Center, talks about the experience of providing comprehensive counseling for children. In report

"Structured reflexivity writing for secondary school students: a moving identity", Alexander Busse, professor of psychology at Laval University, describes work with students, based on use of reflection as way to analyze one's own activity In report "Transferring RAA to Swiss students of higher education", the professor of psychology at the University of Neuchâtel, Laura Klotzer, reveals experience of transferring the principles and technologies of RAA to foreign students.

General summary of the Symposium. The symposium is devoted to the reflective and activity approach (RAA) to the provision of counselling help in learning activity. RAA is considered as a direction of cultural-historical psychology, based on its basic concepts and realizing them in the practice of helping students in schools and children with special needs of various categories. The main question is the connection between learning and development: under what conditions can learning difficulties become a resource for development. The theoretical basis of the reports at the symposium consists of the provisions of L.S. Vygotsky about the zone of proximal development, about the cooperation of the child and the adult, about development, as a process occurring during the child's internalization of the experience gained in cooperation between the child and the adult. The development of the theory and technologies of the RAA led to the idea of a multi-dimensional model of the zone of proximal development; on the principles and limitations of counselling help; about the mechanisms by which one step in learning can contribute to many steps in development. The objectives of the symposium include the formulation and development of these problems in the practice of the RAA and the presentation of their experience using the example of a project to assist students in overcoming learning difficulties. The main

questions to which the speakers will seek to answer: 1. What is the RAA in learning activity, as the direction of cultural and historical psychology? 2. What conditions for the cognitive and personal development of children are created in learning activity while counselling help of the RAA? 3. What problems arise while transferring

the RAA in Russia and abroad? 4. What are the foreign analogues of the RAA based on the cultural-historical psychology of Vygotsky? Speakers from three countries and six different institutions (Russia, Canada, Switzerland) in their presentations give answers to the questions asked.

REFLECTIVE AND ACTIVITY APPROACH IN LEARNING ACTIVITY: APPLICATION EXPERIENCE AND PROBLEMS OF TRANSLATION

Viktor Zaretskii

Margarita Gordon

*Moscow State University of Psychology and Education
(Moscow, Russia)*

In the practice of helping children to overcome difficulties arising in learning activity, the term "reflective and activity approach" (RAA) is introduced to designate a special position of a student, initiated and supported by a counselor (teacher, adult), the position of the subject of his own activity and its reflection, which allows him to be not a "learner", but a subject of overcoming his own difficulties, a subject of self-development to which an adult assists. The relationship between the child and the adult in learning activity can be viewed as a joint activity in which the child makes efforts to overcome his difficulties, and the adult assists him in the process of solving the problem, i.e. counseling. Such an understanding of the child's position, which later begins to be regarded as subjectness, allowed us to review the practice of helping to overcome difficulties in learning activity, to consider the difficulty resource development, to describe the mechanism of occurrence of newformations and implement ideas about the counseling help that promotes development in a number of projects. Reflection of the practice of

providing help in learning activity to various categories of children contributed to the development of a new understanding of one of the key concepts of cultural-historical psychology – the concept of "zone of proximal development" (L.S. Vygotsky). The multi-vector model of the zone of proximal development (ZPD) has become a theoretical basis, an explanatory principle and a technological tool for organizing development assistance. Work in the RAA imposes certain requirements for the competencies of a counselor, which partly combine the competences of a teacher-employee, facilitator, psychologist-counselor, and partly – specific to this type of counseling (ability to build emotional, semantic and positional contact from a position of cooperation and support, initiate and support the child's subjectness position, organize and support the processes of self-determination, building a joint plan, reflection, track the semantic side of the process, work with the living situation and use its resources to support the development of the child according to different dimensions, etc.).

THE PSYCHOTHERAPEUTIC EFFECT OF COUNSELING HELP IN OVERCOMING LEARNING DIFFICULTIES

Irina Nikolayevskaya

Moscow State University of Psychology and Education (MSUPE) (Moscow, Russia)

Michail Gordon

Russian Orthodox University (ROU) (Moscow, Russia)

In the course of counseling on overcoming learning difficulties, the subject of purposeful teamwork is the development of subject skills and methods, and as a direct consequence, cognitive dimensions develop (reflection, work with the method, etc.). But you can also observe additional, side effects, which can be called a psychotherapeutic effect. It is characterized by personal dynamics (development at personal dimensions, such as subjectivity, self-confidence, the ability to seek and accept help, etc.) and is associated with the actual resolution of problems and the release of many areas of development, which were hampered by a particular problem epicenter. This work is a resource primarily for work with children of primary and secondary school age, because Learning difficulties are often the result of a certain difficulty in the personal sphere – problems with self-esteem, fear of error, hyper-responsibility, perfectionism, negative attitudes towards studying, etc. The “direct” work with personal difficulties is often impossible or extremely difficult for a child. In this situation, personal difficulty manifests itself indirectly in the framework of the learning activity, blocking the possibility of further progress.

Reflective work, organized by the counsellor, based on subject-subject interaction, makes it possible, through the analysis of its methods of activity, to overcome the problem epicenter and take development steps in dimensions, which are defined as personal ones within the framework of the concept of reflective and activity approach. Overcoming a blocking difficulty frees up energy and a resource for advancing along several dimensions of development, including in the learning activity. Thus, we get a direct effect of advancement in the learning activity and a side effect of positive personality changes, referred to as the therapeutic effect of counseling. In the report, the psychotherapeutic effect of counselling help in overcoming learning difficulties based on a reflective and activity approach is justified using a multi-dimensional model of development and is illustrated with specific examples from counselling practice. The identification and justification of the psychotherapeutic effect allows us to explore the possibility of a targeted use of technology and the principles of the reflective and activity approach in psychotherapy.

EXPERIENCE IN CREATING CONDITIONS FOR THE TRAINING AND DEVELOPMENT OF ORPHANS WITH SEVERE SOMATIC DISEASES

Darya Alammury

Olga Lizunova

Foundation "Deti.msk.ru" (Moscow, Russia)

In the orphanage "Visiting Dunno", all specialists work together, focusing on the individual trajectories of the development of each child, creating a resource, formative environment. Work with each child is built in accordance with the humanistic ideas of assistance and development assistance, all help is personally oriented. The help in overcoming difficulties is implemented within the framework of the reflective and activity approach; it is carried out within the framework of the zone of proximal development of each child; thus, an individual approach is realized. Joint activities with an adult enable each child to feel their abilities, to feel talented and able to overcome difficulties. Even in severe cases of resistance to the process, a consistent, systematic, constant activity allows one to overcome resistance and to achieve the initiation of personal interest, the subjectness position of

the child. In this interaction, each child feels his involvement. Teachers and counselors always provide support, negative assessment or high expectations towards the child are unacceptable. Various types of activities allow us to expand personal psychological competences, acquire versatile skills and abilities, and be in a constant process of personal growth. The most intensive and psychotherapeutic activity takes place within the framework of a theatrical project, where it is possible to live together emotions and experiences, emotional elaboration, "collision" with the world, meeting with the audience, self-presentation and reflection. Counselors provide comprehensive assistance, creating the conditions for the emergence of situations of success, joint activities focus on both the process and the result.

STRUCTURED REFLEXIVITY WRITING FOR SECONDARY SCHOOL STUDENTS: A MOVING IDENTITY

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Students face a multiplicity of activities during their studies. These miscellaneous learning activities, each influenced by peculiar epistemologies, bring the students to position themselves towards their learning, and contribute to the elaboration of learner identities for each of these fields of study. Learners develop peculiar ways to treat the information, reason, take into account information and emotions, that are compatible with this activity. We can say that they develop corresponding learner identities that are as coherent with what there is to learn, that is the learner's activity in a specific field of study, but also with their global identity. This leads to tensions that are too often not considered nor talked about. Unfortunately, aside from these tensions, these learner identities also collide with out of school activities, for instance social network involvement. This identity can further be fragilized or enriched by these, sometimes competing, activities. These activities also influence their identity as whole, and hence contribute to sometimes unresolvable tensions, sometimes even potentially leading to mental health disorders or disinvestment from school

activity. Students of secondary schools often have the opportunity to take part in optional artistic activities, further adding to the complexity of their learner identity. Although part of their curriculum and object of an evaluation, they are seldom reflected upon. Our research aims at providing students an opportunity to reflect on their learning and skills. This is achieved through a structured approach to reflexive writing during a series of workshops. Students are asked to develop answers to a series of questions to choose among according to their need for scaffolding. During the workshops, the researchers interact with the students to simulate their writing and deepen their reflection according to an approach derived from RAA. We present this method and the preliminary results of analysis of their written productions. This analysis is based on the coherence of indicators of internalized processes and the coherence among them. We conclude with suggestions to emphasize the use of reflexive approaches in and around all teaching to influence positively learning and mental health.

TRANSFERRING RAA TO SWITZERLAND: CHALLENGES AND RECEPTION BY SWISS STUDENTS IN HIGHER EDUCATION

Laure Kloetzer

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In November 2018, a first international RAA workshop, led by Prof. V. Zarestky, with I.A. Nikolayevskaya, counsellor in RAA, was run at the University of Neuchâtel, Switzerland. This workshop was dedicated to introducing the RAA approach, and training our students in the RAA counselling approach. The workshop was opened to Bachelor, Master and Doctoral students from the Institute of Psychology and Education, based on their curiosity for this approach. Most of them had a background as teachers (primary and secondary school teachers, special needs education, teachers in out-of-school activities like Martial Arts), or were in contact with school-age children (for example, as homework assistants). The workshop raised a number of challenges: (a) although our students are trained in cultural-historical psychology, counselling as such is not a topic in Psychology and Education in Switzerland. Therefore, both the theoretical background of self-development through the multi-vector model of the zone of proximal development (Zaretskii, 2007) and the approach of counselling, as a specific way to interact and collaborate with a child, were new to the

students. (b) The workshop, run in English, required translation into English and deep understanding of key concepts (like subjectness, or reflection, for example), which may be foreign to the students, as they are anchored in a long history in Soviet psychology. (c) It also required (at least initial) appropriation by the students of principles and technologies of RAA (like identifying the problem epicenter, asking reflective questions, supporting awareness or reflective fixation), which was achieved primarily thanks to collaborative close analysis of short video-recordings of counselling interventions in school settings and at Dunno. The reception by the Swiss HE students was very positive, with strong interest, the will to overcome language and conceptual difficulties, and finally a satisfying level of appropriation. This paper will present the structure of the workshop, comment on these challenges, and analyze RAA reception by Swiss students, based on their final evaluations of the workshop as well as analysis of their written productions reporting on their own experiences with RAA after the course.

GLOBAL BRAIN HEALTH IN DEVELOPMENT

Samuel Forbes

Prerna Aneja

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Sobanawartiny Wijekumar

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Laura Kischkel

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Abstract body. A number of factors, such as poverty, lack of sleep, and childhood trauma and stress, place considerable strain on development. As well as affecting behaviour developmentally, these factors may also affect the health of the developing brain. The present symposium ties together evidence from multiple countries, naturalistic and laboratory settings, and behavioural and neurological data to discuss the impact of these factors on early development. The studies included here assess the effect of early childhood adversity on a number of different key cognitive processes, including visual working memory, habitual and novel stimulus detection, and dyadic interaction. The results of these studies combined further highlight the need to conduct research into early adversity affecting development, and suggest possible avenues for early intervention to take place.

Press paragraph. This symposium aims to address the effects of adverse factors, such as poor sleep, poverty, and childhood trauma on early brain health and development, as well as how they affect behaviour. In particular, this symposium focuses on children of a very young age, and what factors may be crucial for their healthy development, while also considering the possibility of interventions in the future. Samuel Forbes, from the University of East Anglia, will discuss how different patterns of sleep, including late versus early sleep, may affect visual working memory in young infants, and how that is related to myelin development. Sobanawartiny Wijekumar, from the University of Stirling, will discuss the global impact of poverty on brain and cognitive development, using fNIRS to examine visual working memory in a rural community of Uttar Pradesh, India. Laura Kischkel, from

University College London, will examine the neural correlates of habituation and novelty preference in infants based in both the UK, and in the Gambia. Prerna Aneja, from the University of East Anglia, will be presenting work examining dyadic interactions between mothers and infants in the UK and in India, comparing caregiver behaviour in the naturalistic settings, with infant performance in laboratory-based tasks.

General summary of the Symposium. Early adversity can be a defining aspect of development. Factors such as poverty and inconsistent sleep can have effects on early behaviour, but also on the cognitive abilities and milestone attainment of developing infants [1]. In particular, there is a lack of research on infant development in low- and middle- income countries, which contain a large proportion of the global population. There is, therefore, an imperative to understand the full implications of these factors on early child development, and in turn, understand the developmental aspects of these factors. The present symposium aims to take a broad view of this problem by examining different key areas of development, including visual working memory, habituation and novelty preference, as well as dyadic interaction and shared attention between mothers and infants. Through the use of a variety of techniques, including fNIRS, ERP, MRI, actigraphy, and head-mounted eye-tracking, the present symposium will examine various aspects of global brain health in the context of early development and adversity. This symposium raises important questions about cognitive development in a global context, and through the studies presented, aims to pave the way for the possibility of future interventions. It is also an intention of this symposium that the work

presented here will encourage future research into the effect of adversity on development. 1. McCoy, D. C., Peet, E. D., Ezzati, M., Danaei, G., Black, M. M., Sudfeld, C. R., ... & Fink, G. (2016).

Early Childhood Developmental Status in Low- and Middle-Income Countries: National, Regional, and Global Prevalence Estimates Using Predictive Modeling. *PLoS Med*, 13(6), e1002034.

UNDERSTANDING THE ROLE OF SLEEP IN BRAIN AND WORKING MEMORY: A NEURODEVELOPMENTAL APPROACH

Lourdes Delgado Reyes

Jeevun Grewal

Joe Cassidy

John Spencer

Forbes Samuel

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The association between sleep and cognitive ability has long been established. In children, loss of as little as one hour of sleep has been shown to affect cognitive capacity throughout the day, while later sleep has been associated with poorer cognition and working memory. Visual working memory (VWM) is a core cognitive system with a highly limited capacity, and has been found to be predictive of general fluid intelligence. The present study aims to examine the role that sleep patterns play in the development of VWM in 6-month-old infants, and to compare that with their myelin development. In the present study, infant VWM was measured with a preferential looking task, where they were presented with two side-by-side flickering displays, one of which changed one of the colours on the display each time. Infants with developed VWM would be able to encode the non-change side, and thus would fixate more on the change side. Throughout this task, optical neuroimaging data were collected from the bilateral frontal, temporal, parietal and occipital regions, using fNIRS. Infant mcDESPOT sequences were collected from participants, and myelination was assessed. Infant sleep data

were collected over at least 5 days using an actigraphy device, attached to either a wrist or an ankle, which can be used to measure temperature and movement, allowing inferences to be made regarding sleep quality. The behavioural results demonstrated different patterns of attentiveness for later and more irregular sleepers than for those who slept regularly and early. The optical neuroimaging results further demonstrated this effect, demonstrating lower activation in the harder tasks for the irregular and later sleepers. These results were compared to the myelin development of each participant to establish the relationship between sleep, working memory, and brain health. The findings of the present study suggest a critical role for sleep in the early development of the VWM network. These results lend further weight to, and extend upon, previous studies that have demonstrated that fragmented sleep can lead to delays in the development of executive functions, and suggest that sleep-based interventions may be effective during early development.

USING FNIRS TO ASSESS THE IMPACT OF EARLY ADVERSITY ON BRAIN HEALTH IN INDIA

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There is a growing need to understand the global impact of poverty on early brain and behavioural development, particularly with regard to key cognitive processes that emerge in early development. One such important cognitive process is visual working memory (VWM), which is central to daily visual cognition, detecting changes in the world when they occur. VWM is an early marker of cognitive capacity that has been assessed reliably in early infancy and is predictive of later academic achievement. Here, we focus on two studies investigating functional brain networks underlying VWM processing in a rural community in Uttar Pradesh, India. In the first study, fNIRS data was collected from the frontal cortex while children between 4–48 months of age (N=34) completed a Preferential Looking (PL) task. In this task, two flashing displays of coloured squares were presented side by side. One of the sides contained a square that constantly changed its colour. VWM load was manipulated by increasing the number of squares presented. Change preference (CP) was calculated as a preference to look at the

changing side over the non-changing side and this was a measure of the ability to detect change. Image reconstruction was used to move fNIRS data from channel-space to voxel-space. Our findings showed that children with better CP came from families with a higher socioeconomic status (SES). Greater CP was also associated with suppressed activation in the left dorsolateral prefrontal cortex, replicating findings from a Midwestern US sample. Further, children from families with low maternal education and income showed weaker brain activity in the left frontal cortex. Following this, the second study will present findings from a larger sample, on the effects of SES on behaviour and brain activation in the frontal and parietal cortices in 6-month-old infants (48 high SES and 48 low SES) engaging in the PL task. These results will be projected on segmentations from first ever structural scans of children from this sample. Implications of this work are far-reaching: it is now cost-effective to localize functional brain networks in early development in low-resource settings, paving the way for novel assessment methods.

HABITUATION AND NOVELTY DETECTION OF YOUNG INFANTS IN RURAL AFRICA AND THE UK: AN AUDITORY ERP STUDY

Laura Kischkel

Luke Mason

Clare Elwell

Sarah Lloyd-Fox

University College London (London, United Kingdom)

A large proportion of young children in low-and middle-income countries show compromised neurodevelopmental outcomes at school age [1]. There currently is a lack of early neurocognitive markers of atypical development in these populations, impeding the implementation of early identification and intervention. This study assesses neural correlates of habituation and novelty detection in infant cohorts in the UK and The Gambia, West Africa at 1 and 5- month of age. This work forms part of the Brain Imaging for Global Health (BRIGHT) project which investigates markers of cognitive development in Gambian and UK infants from birth to 2 years. The ability to habituate to recurrent and detect novel stimuli is a fundamental process of cognitive development, which has been extensively studied using ERP's. Infants (n=89) were presented with an ERP paradigm, including frequent tones, and two types of deviant stimuli, infrequent but repeated pure tones and a range of trial-unique novel sounds. Past research has shown a developmental change in the amplitude of P3 ERP component to these deviant stimuli in the first six months of life, with an increase in P3 amplitude to novel stimuli and a decrease in

amplitude to infrequent but repeated deviant stimuli [2], which has been interpreted as an emerging novelty preference. Modelling mean amplitude of the P3 component by Condition (Frequent/Infrequent/TrialUnique), Age (1/5month) and Cohort (UK/Gambia), our data indicate a significant P3 amplitude change to the infrequent stimuli at 1 month in both cohorts, however the anticipated emerging novelty response preference (as indicated by a significant response change to TrialUnique sounds) at 5 months was only observed in the UK cohort. Further analyses revealed that this finding can be partly explained by a lack of habituation to the infrequent tones in the Gambian cohort at 5 months of age. Reduced habituation and novelty responses seen in this ERP study generalise across imaging modalities and have also been observed in an fNIRS habituation and novelty detection study, implemented in the same cohorts [3]. These cross-modal findings provide an indication for recurrently observed developmental changes, which help guide the definition of early markers and might ultimately inform intervention.

UNDERSTANDING CAREGIVERS' VISUAL EXPERIENCE AND INFANTS' COGNITIVE OUTCOMES: A CROSS-CULTURAL STUDY

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Lourdes Delgado Reyes

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Interactions with caregivers are critical to early learning. Joint attention between infants and caregivers is longitudinally associated with cognitive outcomes such as social communication and facilitates word learning (Yu & Smith, 2012). We present data from an ongoing study of dyadic interactions between caregiver-infants in Low and relatively High SES samples from India and UK. Ten-minute naturalistic play sessions with 60 caregiver-infant dyads (six-month-olds) from each group were recorded. Distribution of attention was measured via head-mounted eye-trackers. Preliminary analyses include caregivers mean fixation duration, fixation switch rate, and dispersion of fixation on normalised X and Y positions (N=30). Caregivers from the High SES Indian and UK samples showed more latterly dispersed eye movements, presumably to follow their crawling infants. Qualitatively, groups differed in their lateral dispersion with UK caregivers picking up a toy and bringing it centrally to show and, then hand it to the infant. While High SES India caregivers tended to manipulate objects singularly while handing another toy to the infant. Low SES groups often held all the toys together, centrally, placed in a way that's between their face and the

infant's, presumably to keep the child entertained. Importantly, caregivers from Low SES Indian sample showed longer fixations; suggesting slow visual information processing (Colombo, Mitchell, Coldren & Freeseaman, 1991). They also made more switches with little variability in the group, suggesting a stereotypical rate of visual interaction. Regardless of the group, caregiver's performance in naturalistic task correlated with infant's cognitive performance in the laboratory. A negative correlation between caregiver's fixation duration and infant's engagement in task ($r = -.43$; $p = .038$) suggests that caregivers with lower visual information processing have infants who are less engaged with cognitive task. Caregivers with higher switch rate had infants with low change preference scores ($r = -.44$; $p = .030$); associated with poor cognitive performance. Research shows that caregivers who follow and hold their infants' gaze at a location, those infants tend to learn more. We discuss how these data fit with prior ethnographic research indicating that caregiver-infant interactions embody cultural goals and values reflective of differing cultural values related to child development (Göncü, 1999)

MODERN APPROACHES TO PSYCHOTHERAPY OF EATING DISORDERS: FROM THE UTOPIA OF A SINGLE PROTOCOL TO THE REALITY OF COLLABORATION OF EVIDENCE-BASED APPROACHES

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Center for Intuitive Eating IntuEat (Moscow, Russia)

Cynthia Bulik

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Abstract body. The symposium deals with the modern state of psychotherapy of eating disorders. For a long time, the main tool for the treatment of ED was considered cognitive behavioral therapy (CBT), both classical and specialized. The results of the use of CBT show that only about 30% of patients actually achieve stable improvement. For a long time, experts believed that the problem was the insufficient specialization of CBT and tried to develop CBT protocols specifically for the treatment of ED. Now, due to the large amount of accumulated research data, it has become obvious that the population of patients with ED is heterogeneous even within a single nosology, and that creating a single treatment protocol for this nosological group remains a utopia. The purpose of the symposium is to discuss the prospects for the use of various approaches of modern psychotherapy for the treatment of ED and to present the review of existing evidence-based methods to participants and listeners.

Press paragraph. The symposium covers the current state of the problem of evidence-based psychotherapy of ED. This topic is one of the most challenging in the field of treatment of ED, and is particularly relevant for presentation and discussion in Russia, where the opportunity to receive professional assistance for ED using evidence-based protocols remains extremely limited. Leading professionals from various countries of the world (Russia, USA, Sweden, UK) will discuss the prospects for the use of various modern evidence-based approaches to the treatment of various nosological variants of the ED. In recent decades, other areas of therapy have shown promising results in the treatment of ED: Family-Based Treatment (FBT), Acceptance and Commitment Therapy (ACT), Dialectical Behavioral Therapy (DBT), Radically Open Dialectical Behavior Therapy (RO-DBT),

Compassion-Focused Therapy (CFT). are showing more than promising results. What are the prospects and first results of applying these methods to the treatment of ED and how is psychotherapy of ED changing on top of the development of the «third wave of CBT» and mindfulness?

General summary of the Symposium. Starting from the classic psychoanalytic couch, the psychotherapy of ED remains one of the most dramatically developing areas of psychotherapy. This is not surprising – EDs, the most deadly of all existing mental illnesses (S. Bulik, 2015), remain one of the most difficult and challenging disorders. Nowadays, cognitive behavioral therapy (CBT) is one of the most common treatments for ED in adults, including specialized protocols for treating certain nosologies, for example, CBT-E for the treatment of anorexia nervosa (C. Fairburn, 2002). Nevertheless, the percentage of cures is still quite low, and the creation of a single transdiagnostic protocol for the treatment of ED remains a utopia. Major scholars see the reasons for this in the enormous heterogeneity of this nosological group, and the imperfection of the diagnostic criteria, due to which about 60% of ED cases qualify as «nonspecific eating disorders», as well as in the problem of motivation of patients with ED requiring close attention of a specialist (G. Waller, 2012). Nevertheless, the rapid development of the methods of the «third wave» and the achievements of neuroscience opened up a new perspective in the psychotherapy of ED. What is the future of psychotherapy of ED? Should we expect the integration of promising approaches or the differentiated development of various trends? Leading researchers and specialists working with ED will present the current state of the problem and discuss prospects.

PSYCHOLOGY IN EUROPE: DEVELOPMENT OF THE PROFESSION

Nady G.A. Van Broeck

Catholic University of Louvain (Semmerzake, Belgium)

Eleni Karayani

University of Cyprus (Nicosia, Cyprus)

Rosaleen McElvaney

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Koen Lowet

Belgian Federation of Psychologists (Hasselt, Belgium)

Abstract body. Psychology is rapidly growing body of scientific knowledge. Translation of this scientific knowledge into practice and integration in the various interdisciplinary fields in society in which psychologists are active requires the development of legal and organizational regulations. In these regulations the profession has to be clearly described, as do addressed societal needs, rendered services, competences and required training of these professionals. This represents a challenge for all countries. Given the historical and cultural differences, harmonizing this process on a European level is an even greater challenge. In this symposium the speakers introduce key aspects of the development of psychology as a profession in Europe. Information will be given on the state of affairs of regulations on a European level and in various European countries. The importance of the EFPA standard for psychologists' training, the EuroPsy, will be discussed and case examples of countries in various stages of legal regulations will be presented.

Press paragraph. Psychology is rapidly growing body of scientific knowledge. Translation of this scientific knowledge into practice and integration in the various interdisciplinary fields in society in which psychologists are active requires the development of legal and organizational regulations. In these regulations the profession has to be clearly described, as do addressed societal needs, rendered services, competences and required training of these professionals. This represents a challenge for all countries. Given the historical and cultural differences, harmonizing this process on a European level is an even greater challenge. In this symposium the speakers introduce key aspects of the

development of psychology as a profession in Europe. Information will be given on the state of affairs of regulations on a European level and in various European countries. The importance of the EFPA standard for psychologists' training, the EuroPsy, will be discussed and case examples of countries in various stages of legal regulations will be presented.

General summary of the Symposium. Psychology is rapidly growing body of scientific knowledge. Translation of this scientific knowledge into practice and integration in the various interdisciplinary fields in society in which psychologists are active requires the development of legal, organizational and educational systems. In these systems, the profession has to be clearly described, as do addressed societal needs, rendered services, competences and the education and training of these professionals. This represents a challenge for all countries. Given the historical and cultural differences, harmonizing this process on a European level is an even greater challenge. In the process of professional development, information is needed on the existing regulations on a European and national level, on the education and training systems and on the transversal challenges countries are confronted with in their respective processes of development. In this symposium the speakers introduce key aspects of the development of psychology as a profession in Europe with the hope that this will be of use for other countries. Eleni Karayianni addresses the important question on the need for regulation in Europe and the actual situation. In her presentation, she discusses the actual European Commission directives and their implications at national and

European level for psychology as a profession. Next, Nady Van Broeck will present the results of a review the state of affairs of regulations in 37 European countries what the application and integration of psychology in Health care is concerned. The importance of the EFPA standard for psychologists' training, the EuroPsy, will be discussed by the chair of the EAC of EFPA, Rosaleen McElvaney. Nady Van Broeck and Koen Lowet will present a case study of the recently accomplished process of legal regulation in

Belgium. They will discuss the conceptual and strategic challenges that were addressed in the process of legal regulation of psychology in health care in their country.

Many countries in various stages of development of a regulation and integration of psychology in various domains of society such as health care are confronted with these challenges so case examples can offer inspiration for their respective processes.

FROM CHILDHOOD TO ADOLESCENCE: RECENT DEVELOPMENTS AND TRACKS FOR STRENGTHENING POSITIVE YOUTH DEVELOPMENT

Teresa Maria Sgaramella

Margherita Bortoluzzi

Lea Ferrari

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Paola Magnano

Kore University of Enna (Enna, Italy)

Abstract body. Several perspectives have been proposed in the literature to facilitate a successful development from childhood to adolescence, namely Positive Youth Development, Positive Psychology and Life Design with their attention to values and strengths. All are relevant to address the complexity and dynamics, which characterize current times, and the difficulties individuals experience in constructing life trajectories (Savickas et al., 2009). Several intervention programs aimed at promoting strengths, behaviours, attitudes, and positive resources have been recently proposed such as hope, optimism, career adaptability and future time perspective showing a specific attention to personal resources and future perspective (Sgaramella, Ginevra, Di Maggio, Santilli & Ferrari, 2015) and less to context and social participation. Several studies will be described in the symposium with the aim of providing a framework and a set of core themes as well as suggestions on components of a model of intervention addressing current challenges and future goals.

Press paragraph. This symposium aims to present recent developments and interventions for a positive youth development from childhood

to adolescence and to provide suggestions for a model of intervention in line with recent international approaches. Margherita Bortoluzzi, Alice Marchetto e Teresa Maria Sgaramella with their presentation will focus on the relevance of executive life skills in learning difficulties and the role of related educational actions in promoting positive development and social participation in children. One of Professor Ferrari interests is the role of teachers as active agents of positive development. With the training aimed at promoting school participation of all children with booklets reading and story writing she will show the link and advantage of taking into account the international 2030 Agenda for sustainable development. Paola Magnano and Andrea Zammitti with their training on Personal and work context resources in vulnerable adolescents will take into the symposium their applied research dealing with one of the most compelling emergency in Europe, that is unaccompanied immigrants, and will introduce theoretically based career guidance fostering positive development. Finally, Teresa M.Sgaramella together with Camilla Madsen will show the effectiveness of a double lenses approach in facilitating positive behaviours, active participation and positive future perspectives in adolescence.

PROMOTING A POSITIVE FUTURE DESIGNING: THE PREVENTIVE MEANING OF EXECUTIVE SKILLS TRAININGS

Margherita Bortoluzzi

Teresa Maria Sgaramella

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Alice Marchetto

Artemisia Association (Berlin, Germany)

Executive functions (EF) are the skills required to plan, monitor and control cognitive processes, are linked to many important educational and developmental outcomes. These skills develop throughout childhood into adolescence and early adulthood (Blakemore & Choudhury, 2006; Diamond, 2013), are related to a number of important outcomes, including social functioning (Miller & Hinshaw, 2010), and academic success (Blair & Pieper, 2013). Because of the importance of EF, there has been considerable research on the topic, and great interest in developing successful interventions for improving EF. Recent studies have also found that EF skills are related to an effective future time perspective in children, and in particular in those who have learning difficulties and developmental disabilities (Bortoluzzi, 2015). The aim of the study was then to analyse the effectiveness of an Executive Skills training in developing not only problem solving skills but also social skills and future time perspective. Eighty students were involved in the study, half of them as active participants to the program and half as a control group. The program developed over a 5 thematic weekly group activities. Main executive components

were addressed with the aim of increasing knowledge and strategies use. Practice activities in natural contexts, encompassing both school and family context, were used to facilitate generalization. Dimensions analyzed were: career adaptability (Di Maggio, Ginevra, Nota, Ferrari, & Soresi, 2015); Visions About Future (Ginevra et al., 2015); resilience and time perspective with Design My Future (Santilli et al., 2015); adaptive behaviors, personal relationships and self-disclosure (Soresi & Nota, 2007). A multivariate analysis of variance showed significant changes in the level of hope, resilience, and time perspective. Adaptability resources they ascribe themselves also increased. As regards participation in the school context and involvement in school, a higher interest in interpersonal relationships and commitment with school goals was observed. Developing awareness of executive skills and practicing useful strategies may increase the level of resources children attribute to themselves as well as attitudes toward persons in the current context and toward the future with a preventive value against nonadaptive and risky behaviours.

PROMOTING SCHOOL PARTICIPATION OF ALL CHILDREN WITH BOOKLETS READING AND STORY WRITING

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Life Design supports the idea that during childhood more efforts should be devoted to promoting participation of all children to school life. Positive youth development should use instruments and personalized programs to respect and value the heterogeneity and diversity of each child (Santilli et al. 2018). All children participation is also included as a goal of the UN 2030 Agenda. One step in this direction is represented by promoting positive attitudes toward children with vulnerabilities providing adequate knowledge and suggesting behaviours (DeBoer, Pijl, & Minnaert, 2012). This study aims to verify the efficacy of the training program 'Together we can!' in acquiring adequate knowledge about Autism Spectrum Disorders (ASD) and facilitating positive behaviours towards peers with disability in primary school children. The 4 weekly sessions included the reading of two booklets on ASD and story writing. In the study 33, 2nd grade children were involved,

18 in the experimental group. Assessment included 'How much do I know disabilities?' (Nota, Ginevra & Soresi, 2015), 'How do I behave with people with disabilities?' (Nota, Ginevra & Soresi, 2015) and the Moreno's Sociogram. R-Manova was used to test the training program's efficacy. Results show knowledge about disabilities and ASD increased as well as the positive attitudes toward disability. Moreover, qualitative analysis of the stories written by children of experimental group highlighted at least two key contents among stimulating the participation of the child with disability, being aware of disability aspects, helping and advocacy behaviours, positive attitudes.

The program was successful in promoting positive attitudes and social behaviors. The program's strengths and weaknesses support the necessity to involve teachers and parents to maximise its effects.

PERSONAL AND WORK CONTEXT RESOURCES IN VULNERABLE ADOLESCENTS: CAREER GUIDANCE EXPERIENCES WITH UNACCOMPANIED IMMIGRANTS

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Andrea Zammiti

University of Catania (Catania, Italy)

Unaccompanied foreign minors are migrant children without parents, relatives or other adults. An increasing number of young immigrants arrives in Italy to search for new life and work opportunities. Despite this increasing phenomenon, interventions to support them in a career project are limited and occasional, although it is important to improve career construction through a wider knowledge of work, including values, meanings and representations. We designed some different career guidance paths under the framework of Life Design paradigm (Savickas et al., 2009) to promote the construction/reconstruction of life stories, of identities, and of cultural models, together with social representations associated with them. The study will compare the effectiveness of these paths. The career guidance activity has been conducted by career counselors, with the support of a cultural mediator; the setting of the interventions was individual or in small groups according to the language of participants (15 male adolescents). Instruments and procedures were predominantly qualitative. The scopes of

the eight sessions were: the re-construction of professional story, facilitating the awareness of individual strengths and improving areas; the development of personal resources to cope with difficulties, the increase of knowledge about professions and rules of the labour market, and the development of a professional project. The monitoring and the evaluation of the interventions highlighted their strengths and weaknesses and showed the impacts in terms of career planning and temporal perspective of the young immigrants involved. The career guidance intervention presented allowed young immigrants to broaden the knowledge of the Italian market labour, to become aware of their professional interests and to restructure their representations of work. Career counselling can help vulnerable adolescents "re-appropriate" their past experiences to build a new vision of their futures, as the best indicator that they are leading good-quality lives and positive development is doubtless the possibility of foreseeing work inclusion.

PROMOTING ACTIVE PARTICIPATION AND POSITIVE FUTURE PERSPECTIVES: A DOUBLE LENSES APPROACH INTERVENTION WITH ADOLESCENTS

Teresa Maria Sgaramella

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Recent approaches, and capabilities approach in first line (Amartya Sen, 2000) underlines the relevance of providing opportunities for actions and the need for an attention to both at individual level, increasing individual resources and reducing inequalities, and at the context level on competencies and skills fostering inclusion and a responsible participation in community life. At the same time school is a privileged place for fostering the development of solidarity, inclusive attitudes and behaviours (Koller, 2017) crucial for students constructing their sustainable society. This study aims to verify the efficacy of the training program "Designing together my future community" in activating attitudes, skills and intentional behaviours. A 5 weeks program was proposed aimed at developing knowledge of personal and others' strengths, more inclusive attitudes and behaviours, roles that can be played in the community to foster well-being for all. In the study 93 students were involved, 35 females and 17 males, 52 of them were in the experimental group. The other participated in a program were involved in a series of presentation of university courses. Assessment included

resilience and future time perspective (Design My Future; Soresi, Nota, Ferrari, Sgaramella, 2012), components of adaptability namely concern, curiosity, confidence, control and cooperation; Savickas, 2009), satisfaction with life scale (Diener, Emmons, Larsen, Griffin, 1985). A mixed design, repeated measures Manova was used to test changes activated in the experimental group with respect to controls. The two groups did not differ in the baseline, they significantly differed after the training in both curiosity, confidence, cooperation and future time perspective. A qualitative analysis showed that 15 out of 17 participants who showed limited level of resources showed a significant increase after the training. The changes activated underline the sensitivity of these activities in developing personal resources which are relevant for both for a positive personal development as well as for active participation, in particular for those who show a vulnerable levels of resources. The actions were effective in pursuing some of the goals proposed by the UN Agenda, namely fostering social inclusion in a sustainable community development.

CULTURAL AND PSYCHOLOGICAL SPECIFICS OF SUICIDAL BEHAVIOR

Ksenia Chistopolskaya

Moscow Research Institute of Psychiatry (Moscow, Russia)

Michael J. Chandler

Paul L. Hewitt

University of British Columbia (Vancouver, Canada)

Evgeni Nikolaev

Vladimir Ivanov

Ulianov Chuvash State University (Cheboksary, Russia)

Abstract body. Suicide has not only psychiatric, but also cultural and psychological aspects, which we try to cover in this symposium. Prof. Michael Chandler will open the discussion with his talk on the need of cultural continuity to prevent suicide, especially in indigenous youth. Prof. Evgeni Nikolaev will tell about his studies in dissociated identity as a risk factor for suicidal

behavior. Prof. Paul Hewitt will talk on the problem of perfectionism over the life span. Prof. Ksenia Syrokvashina will speak about the psychological factors of suicidal behavior in adolescents on the basis of her autopsy study. And psychologist Olga Kalashnikova will tell about her study on meaning in suicidal patients.

CULTURAL CONTINUITY & INDIGENOUS YOUTH SUICIDE

Michael J. Chandler

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Much of Euro-American thought about health and wellbeing continue to be dominated by what Cushman (1990) has called the West's historical commitment to "self-contained individualism." As such, whenever we are moved to minister to various collective troubles (the problems of Indigenous youth suicide, for example) the usual treatment strategy is to attempt to save one soul at a time. Picking away at such troubles by focusing on the psycho-dynamics of individual patients is not, however, a particularly well thought out public health strategy. The alternative promoted here works instead to identify problem-related socio-cultural markers seen to index the collective efforts of whole communities to right earlier social injustices. This talk will work to scale-down what would otherwise prove to be a boundary-less task by focusing attention on the problems of youth suicide as they manifest themselves in Indigenous First Nations communities in Western Canada. The presentation will unfold in two parts. Part I is largely about matters of aggregation, and the middle-school mathematics involved in arriving at some culturally fair way of computing the suicide rates characteristic of various

Indigenous groups. Part II details a range of social determinants subsequently shown to successfully distinguish Indigenous communities with unusually high and low suicide rates. This program of research began as a surveillance project in which: a) community-level suicide rates were first calculated separately for each of British Columbia's 203 First Nation bands; before, b) theory-driven social-culture factors were sought out that served to discriminate between Indigenous communities with high and low youth suicide rates. In short, the very band characterized as possessing all of what were termed "culture continuity factors" suffered no youth suicides across a 15-year study period, where as bands lacking these protective factors experienced suicide rates often hundreds of times provincial averages. Taken together, these findings are seen to make a compelling case that the well-being of First Nation youth, as measured by community-level suicide rates, is strongly associated with the extent to which their communities are hard at work both rebuilding connections to its traditional past and struggling to regain control over its own civic futures.

THE DISSOCIATED CULTURAL IDENTITY OF A NEUROTIC PERSONALITY AS A RISK FACTOR FOR SUICIDAL BEHAVIOR

Evgeni Nikolaev

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The specifics of cultural identity is connected with many characteristics of personal life, including psychiatric health. (Matsumoto, Juang, 2016). We aimed to understand the relationship between psychological state of personality and dissociated variant of cultural identity, and find, whether and to which degree this variant of cultural identity corresponds to higher suicidal risk. Sample consisted of 143 patients with neurotic disorders (67.8% females, mean age 31.9 ± 1.77). 55.2% of the patients are Chuvash people, 37.1% – Russians, 7.7% – other ethnic background. During interview one of 3 variants of cultural identity was registered: differentiated, diffuse or dissociated (Nikolaev, 2012). Besides, the battery of tests were used (SCL-90R, Stolin personality self-relationship Questionnaire, Family emotional communication Questionnaire (Kholmogorova, Volikova), the social support questionnaire (F- SOZU-22, G. Sommer, T. Fydrich, 1989, adaptation developed by A. Kholmogorova, 2006), coping strategy indicator (J.H. Amirkhan), coping mode inventory (E. Heim), the Morosanova Behavior Self-Regulation Style Questionnaire. The group of 41 subjects with dissociated identity (DI) was formed during the interview. These patients identified their ethnicity as different from the parents'. Also

descendants from mono- and biethnical families with cultural hypo- or negative identity were included. Patients from biethnical families stated their language to be different from those of their parents. National traditions and rituals were ignored by them, they practiced religions, non-traditional for their ethnos. Low psychological well-being in patients with DI manifested in higher level of depression ($p < 0.01$). 29.4% had pronounced suicidal tendencies. The results of psychological questionnaires showed higher indices of emotion elimination, induced distrust, parental critics in the parental family; lower satisfaction with social support. They had non-adaptive cognitive, emotional and behavioral models of coping strategies; lower processes of modeling in conscious self-regulation (all $p < 0.05$). The dysfunctional regulative processes significantly limit adaptive abilities of coping resources of these patients. Low general level of regulation lowers compensatory abilities, which manifest in low general productivity of behavior. The specifics of non-adaptive models of self-conception and coping styles mostly comes from parental family and creates affectively charged psychological background, which promotes depressive symptoms, and further heightens the suicidal risk.

PERFECTIONISM, SOCIAL DISCONNECTION, AND SUICIDE BEHAVIOURS OVER THE ADULT AGE SPAN

Paul Hewitt

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Perfectionism is a pernicious personality vulnerability and transdiagnostic factor that underlies many forms of distress, dysfunction, and both psychological and physical disorders (Hewitt, Flett, & Mikail, 2017; Sirois & Molnar, 2017). One of the most significant and important outcomes of perfectionism involves suicide behaviors including suicide ideation and high intent suicide attempts among children, adolescents, and adults. There have been many reports of the relationship between trait perfectionism and suicide behaviors (e.g., Flett & Hewitt, 2014; Hewitt et al., 1999; Smith et al., 2018) and there is very strong evidence that one interpersonal trait component of perfectionism, socially prescribed perfectionism (i.e., the perception that others require perfection of oneself; SPP) is important in suicide behavior. In the Perfectionism Social Disconnection Model (PSDM; Hewitt, et al., 2006; Hewitt et al., 2017), we theorized that the interpersonal components of perfectionism, including SPP, and perfectionistic self-presentation (PSP, the drive to appear to others as if perfect; Hewitt et al., 2003) are related to suicide behavior by creating and

exacerbating social disconnection and alienation and a sense of “not fitting” in one’s world. We assessed the relationship among perfectionism traits and perfectionistic self-presentation, social disconnection, and suicide behaviors and tested the PSDM in a community sample of 174 men and 306 women (ages 35-90 years). This was done by administering, at two time-points with a 6 month time lag, measures of trait and self-presentational perfectionism, social disconnection, and suicide ideation, attempts, and ratings of the likelihood of a future suicide attempt. We tested whether social disconnection mediated the relationship between perfectionism components and suicide behaviors and the findings suggested that various perfectionism traits and self-presentational facets create social disconnection resulting in suicide ideation, attempts, and ratings of future likelihood of attempting suicide. The findings are discussed in terms of the importance of assessing perfectionism as a relevant risk factor in suicide across the adult age span and in approaches to reduce and ameliorate perfectionistic tendencies.

PSYCHOLOGICAL FACTORS OF SUICIDAL BEHAVIOR IN EARLY AND LATE ADOLESCENCE

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Elena Dozortseva

Valentina Badmayeva

Dmitry Oshevsky

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Psychological autopsy is one of the important sources of information about suicide, its origins and reasons, which is conducted within the framework of forensic psychological or joint psychiatric-psychological expertise in the course of criminal investigation. In cases of juvenile suicides experts have to analyze psychological development of the adolescent, his / her social and interpersonal situation, psychological conflicts and problems in the period prior to the suicide on the basis of criminal files data. The psychological reconstruction of the adolescent's life in social context allows formulating conclusions about the main factors contributing to the suicide. However, little is known about the dynamics of such factors during the adolescence period. Goal of the study: identification of the dynamics of suicide factors in early and late adolescence. Materials and methods. The sample consisted of 285 reports of post-mortem psychological-psychiatric forensic assessment of juveniles aged 11 to 17 years (average age – $14,92 \pm 1,82$) who died by suicides. The method of document analysis, as well as clinical-psychological, qualitative and statistic methods were used. Results and conclusions. Within the

age period from 11 to 17 years an exponential growth of suicide rate is observed. A significant increase in the number of suicides in adolescence may be due to a number of reasons. This period is characterized by the complication of the social situation of development and the manifestation of problems and conflicts. Escalation of psychological problems in the family, education conditions, as well as in relationships with peers, especially partners, is typical for the group of juveniles who died by suicide from 15 to 17 years old. Suicidal behavioral patterns (thoughts, self-injury behavior, suicidal attempts) and maladaptive individual features also increase with age. Younger adolescents, as well as older ones, had emotional instability and dysfunctional features in the form of sensitivity, introversion, impulsivity, which differentiated and became more complex with age, creating the basis of psychologically vulnerable character types. The combination of external growing problems and internal vulnerability led to social and psychological maladjustment of juveniles, which contributed to the auto- aggressive and self-harm behavior of minors and, ultimately, to death by suicide.

PATTERNS OF MEANINGFULNESS IN A STATE OF CRISIS

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In suicidal behavior it is decisive how a person reacts to internal and external circumstances. Theoretical basis for the study includes the Leontiev's model of suicide (2008), which deals with the existential dimension of personality. The model highlights predictors of suicide rejection: the presence of reflexive distance from one's own life, which allows to take an active position; the feeling of meaningfulness, which is determined by connection with yourself, other people and the whole world. The hypothesis is that the groups with different clinical symptoms of suicidal behavior have different patterns of meaningfulness. The research was held in the Crisis Department of the Moscow City Yeramishantsev Clinical Hospital. 148 patients (16-69 years old; 107 women and 41 men) filled a test of psychodiagnostic methods about the features of self-regulation and the meaning sphere of personality. The research uses new methodological tool "The Sources of Meaning and Meaning in Life Questionnaire" (Schnell, 2009; Bolotova, Leontiev, 2016). Common meaningfulness is understood as two relatively independent variables: "meaningfulness of life"

(ML) and "crisis of the life's meaning with a tense desire to look for it" (CLM). The data on suicidal ideation, self-harm and suicidal behavior were taken from the patients' medical history. We used One Way ANOVA, z- score, hierarchical cluster and cross-tabulation analysis. There is approximately an equal amount of crisis patients' groups with such patterns of meaningfulness as: Meaning- loss: low ML at different CLM (often high); Meaning-stressed: high ML and medium-high CLM; Meaning-stable: high ML and low CLM. Patients with suicidal attempts have 1.5-2 times more Meaning-loss pattern, patients with only suicidal ideation have the Meaning-stressed pattern, and the patients without suicidal symptoms have the Meaning-stable pattern 1.5-2 times more often than the other groups. In case of the Meaning- loss the predictor of real suicidal risk is low ML, not the level of CLM: the group with suicidal attempts is distinguished by the alienation and low index of ML while the other two groups have high index of ML. The psychological diagnosis of meaningfulness patterns predicts the dynamics of the crisis much better than the clinical data.

MEDICAL PROFESSIONALS AND SUICIDAL PATIENTS: AN INTERACTION

Konrad Michel

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Olga Boyko

Mental Health Research Center (Moscow, Russia)

Galina Romanova

Yeramishantsev City Clinical Hospital (Moscow, Russia)

Abstract body: This symposium is dedicated to interaction of suicidal patients with medical professionals (doctors, psychologists, psychotherapists). Suicidal patients are known to be the “difficult ones”, to elicit fear and confusion due to heavy topics of death that they raise during their treatment sessions. So what can be done about it? Prof. Konrad Michel will tell the audience about his new treatment method, when the patient is confronted with his difficult feelings. Psychologist Ksenia Chistopolskaya will

talk about her study of both psychiatrists and people in acute postsuicide, and point out the differences and the likeness of these two groups. Psychologist Olga Boyko will share her experience of group therapy of psychiatric patients, when then they start talking about their suicidal feelings. Psychologist Galina Romanova will tell about her study of patients’ notions of psychotherapeutic help, and her thoughts of what to do, when the concept is not a “working one”.

THE ATTEMPTED SUICIDE SHORT INTERVENTION PROGRAM ASSIP. A BRIEF AND EFFECTIVE THERAPY FOR REDUCING SUICIDAL BEHAVIOUR

Konrad Michel

University Hospital of Psychiatry (Bern, Switzerland)

Attempted suicide is the main risk factor for suicide reattempts and suicide. Our group has developed a specific therapy for individuals who are seen after a suicide attempt. ASSIP (Attempted Suicide Short Intervention Program) is a manual-based three-session therapy developed from the concept of suicide as a goal-directed action, and aimed at establishing a strong collaborative, patient-centred working alliance. The therapy protocol includes an extensive and video-recorded narrative interview, a video self-confrontation, a psychoeducative handout, and a collaborative case formulation with personal warnings signs and safety strategies. The face-to-face sessions are followed by regular letters over 24 months. Patients who had recently attempted suicide were randomly allocated to treatment as usual (n = 60) or treatment as usual plus ASSIP (n = 60). Clinical exclusion criteria were habitual self-harm, serious cognitive impairment, and psychotic disorder. Study participants completed a set of psychosocial and clinical questionnaires every 6 months over a 24-month follow-up period. The primary outcome measure was repeat suicide

attempts during the follow-up period. Secondary outcome measures were suicidal ideation and health-care utilization. The study represents a real-world clinical setting at an outpatient clinic of a university hospital.

At 24 months 5 suicide reattempts were recorded in the ASSIP group, and 41 reattempts in the control group. The rates of participants reattempting once or more were 8.3% and 26.7%, respectively. In a survival analysis an 80% risk reduction in the ASSIP group was found. Suicidal ideation was reduced in both groups, without significant difference. The ASSIP group spent significantly fewer days in hospital during follow-up. ASSIP is an effective, brief, and easy to understand low-cost therapy for patients who attempt suicide. ASSIP has a strong potential for dissemination to other healthcare systems, for increasing treatment provision for patients who attempt suicide, and for reducing healthcare costs. The novel therapeutic elements of this brief therapy and the possible implications for future directions in clinical suicide prevention will be addressed.

PATIENTS IN ACUTE POSTSUICIDE AND PSYCHIATRISTS: WHAT ARE THE DIFFERENCES?

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Sergey Enikolopov

Mental Health Research Center (Moscow, Russia)

Research in terror management theory shows that all people are vulnerable to the topic of death and when caught off guard are prone to adverse defenses. This finding may be topical for psychiatrists who work with suicidal patients, as they have to deal both with their own fears of death and fears of patients. Our study was aimed to find out the differences in attitudes toward life and death in these groups of people. There were 185 patients in acute postsuicide (from 2 to 14 days after the attempt, 64 men, 121 women, aged 18-25), 43 with denial of an attempt, 105 with one attempt and 37 with several attempts. They filled in questionnaires concerning attitudes and fears toward death, romantic attachment, time perspectives, hardiness. The same instruments were given to 168 psychiatrists (49 men, 119 women). Besides quite expected differences in time perspective (higher orientations to negative past and fatalistic present, lower orientation to positive past in suicidals), we found a range of differences between these groups that can be estimated as

conflicts of worldviews: suicidal patients had higher orientation to hedonistic present and lower orientation to the future; they were more anxious and less avoidant in their attachment (i.e. "needy"); they had higher fear of consequences of their death for family and friends; and they were less neutral towards death. Still, there was no statistical difference in death experience between doctors and patients with several attempts. These potential "hot spots" may lead to feelings of annoyance in psychiatrists and lessen the rapport between doctors and patients. That's why acknowledgement of these divisions is needed in medical professionals, so that they could deal with them as with expected difficulties and define them as possible psychotherapeutic targets. Still, such death attitude as fear for family and friends may be of special importance for suicidal patients, holding them alive, and shouldn't be "corrected", but implemented as one of many possible meanings in life. Non-neutral attitude toward death is also a delicate construct, which needs to be alleviated with care.

SUICIDOLOGICAL ASPECTS OF PSYCHOTHERAPEUTIC SUPPORT GROUP FOR PEOPLE WITH MENTAL DISORDERS

Olga Boyko

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Suicidal behavior is often observed in people with mental disorders. When psychologists do not set themes of group work and the level of trust is high enough, the suicidal theme inevitably comes up in the group discussion. The work with it in a group format is associated with difficulties and is poorly represented in modern professional literature. We discovered this gap, when we discussed our group work with suicidal issues. Methods: qualitative analysis of opportunities and restrictions of supportive group work for people with mental disorders. It's impossible to ignore suicidal themes in group work because they may indicate deterioration in the psychical condition of the patient and be acute for other members of the group, and this might lead to declining trust and sense of safety in the group. Preliminary measures that psychologists must take before the start of group work are: resolve for themselves the question of the possibility of continuation and the conditions of work with a participant, whose suicidal motivation is true, and discuss with the participants the possibility of

contacting their relatives or doctor in case of deterioration in their condition, including increase of suicidal risk. Psychological group work with suicidal themes include: (a) Action planning for a situation of acute suicidal crisis; (b) Conversation about suicidal themes, which aim is suicide prevention. We define four tasks to achieve this goal: (1) specify severity of suicidal behavior and presence of protective factors; (2) work on prevention of «normalization» of suicidal behavior, when it is perceived as natural and justified way out of the situation or means to achieve the goals; (3) reveal personal suicidal motivation in all members of the group and help them to find other, socially acceptable and available ways to satisfy their needs manifested in suicidal behavior; (4) reveal relationship between suicidal motivation and deterioration of mental condition, support compliance, discuss the increased pharmaceutical support during this period. Knowledge of suicidological aspects of group work improves the quality of aid for people with mental disorders.

PATIENT'S CONCEPT OF PSYCHOTHERAPEUTIC HELP: A PHENOMENON TO STUDY, TO MAKE CONTACT, AND TO WORK WITH...

Galina Romanova

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One of the important practical problems of the psychotherapy in crisis, and especially in suicidal state – is the problem of client's concept of help. Traditionally person-in-crisis is full of ambivalence; and nowadays their concepts of self-diagnostics and "right help" is even more overloaded with ill-structured amateur knowledge, different kinds of spiritual experiences etc. But, after all, it is a concept, and sometimes very strong concept which often lays in latent opposition to the doctor or some other helping professional. It must be a good idea for practice to free patient's natural ambivalence toward the psychotherapeutic help from the negative connotations, explore and use it as a normal part of the everyday work. And psychotherapeutic practice still needs some new methods "psychodiagnostics-included". Our phenomenological study in Moscow clinic of crisis conditions was directed to actual motivations and conceptualizations of psychotherapy in patients at the beginning of the therapeutical contact – and was purposed to make the contacts easier and more cooperative. The most popular spontaneous narrations of our patients about their ideas and experiences of

psychotherapy was collected. Then a short questionnaire was composed from them – to describe in short words the whole picture. Then the procedure was standardized – for the respondents to estimate and discuss all the possible pluses and minuses of psychotherapeutic intervention, using the ready-made statements from the questionnaire.

Results and discussion. Finally, the questionnaire was offered to crisis and suicidal patients and demonstrated its validity for practical tasks, good potential for discriminability. The data can reveal some visible traits and tendencies in client's attitudes towards therapy and highlight those who, from a sample of all the subjects surveyed, is readier at the moment to active and thoughtful collaboration – and why. After pilot study it became a compact (24 items), easy-going technique of multi-task use. The procedure was approved as a useful method: a) helpful for quick anamnesis; b) facilitating self-expressions of the patient; c) opening some sufficient parts of client's concept of psychotherapeutic help; d) suitable for collecting psycho- and sociometric data. A cross-cultural project based on the questionnaire is now on the way.

THE RELEVANCE OF PSYCHOLOGY IN AUSTRIAN PUBLIC HEALTH? A LIFESPAN APPROACH OF PSYCHOLOGICAL SUPPORT

Beate Wimmer-Puchinger

Hilde Wolf

*Professional Association of Austrian Psychologists
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Marion Kronberger

*Austrian Association of Psychologists (BÖP) (Vienna,
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Gerald Gatterer

*Institute of Age Research, Sigmund Freud Private
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Abstract body: Challenging conditions of the society in Europe will cause in future according to WHO an increase of mental illnesses especially depressions. This symposium presents public health psycho-social projects of the Austrian Psychological Association (BÖP): The Ministry of Health and Social Affairs (BMSGK) responded to the emotional challenge of home care and asked BÖP to organize psychological support for nursing relatives facing an exhaustion syndrome. To save healthy aging in future, gerontopsychologists developed prevention strategies for retirement homes. Serious mental problems

are one of the most frequent reasons for pre-retirement resp. unemployment. BMSGK and Retirement Pension Insurance have asked BÖP to organize psychological treatment to support re-employment. Physical, emotional and sexual violence is a severe global issue. According to the European Union Agency for Fundamental Rights and WHO-EURO appr. 62 Mio women are victims of violence. This problem also popped up in Austrian skiing training camps. The Austrian Skiing Association (ÖSV) requested BÖP to develop a violence prevention program.

HOW TO PREVENT SEXUAL HARASSMENT, ASSAULT AND VIOLENCE IN COMPETITIVE ALPINE SKIING?

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Andrea Engleder

Adele Lassenberger

Denise Salamon

Clinical & Sports Psychologists (BÖP) (Vienna, Austria)

Prevention Modules for Training Settings – Combining Sports-, School- and Child Protection Psychology Background Unfortunately, it is a wide spread “hot issue” that especially in competitive sports kids are becoming victims of sexual harassment, assault or violence by their trainers. This is also very delicate for trainee-trainer-relationship in competitive alpine skiing. There is a special emotional and physical close relationship. There already exist international experiences that emotional support of the victims by special trained sports psychologists is a MUST. A recent German study (Rulofs, 2016) shows that 45 % of female and 23 % of male athletes have to experience sexual harassment and sexualized violence. There are already established some European-wide general sports projects like: “Sports respect your rights”: A project financed by EU. “Safe Sport”: Protection of kids and young people in organized competitive sports in Germany. “Project Voice”: Voices for truth and dignity – Combatting sexual violence in European sports through the voices of those affected. Methods Therefore sport psychology

experts developed special prevention modules. The Professional Association of Austrian Psychologists (BÖP) was invited to work out a prevention strategy after popping up of this topic in the public. A special expert team of sports-, school-, clinical and child protection Psychology developed training modules to be implemented in top alpine training settings in Austria. These modules include special separate workshops for their students as well as for trainers, teachers and parent-teacher-conferences. An ethic-codex for a respectful interaction has to be also developed. Discussion These prevention modules will be realized in alpine skiing schools and training settings in the very near future and organized by BÖP who has compiled special interdisciplinary teams for this order. An evaluation will be realized. Research questions will be: – If the interaction of trainer and trainee will be more sensitive – If the body-confidence of the trainee’s has been empowered – If the trainers are more confident in their everyday coaching sessions – If the atmosphere of mutual respect has been improved.

WORKING TOWARDS MENTAL FITNESS: HOW CAN PSYCHOLOGICAL INTERVENTION SUPPORT RE-EMPLOYMENT

Beate Wimmer-Puchinger

Alice Grundböck

Andrea Stoick

*Professional Association of Austrian Psychologists
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Serious mental health problems are one of the frequent reasons for pre-retirement and respectively unemployment. To support this target group to be able to return to work again the ministry of health and social affairs as well as the Austrian Retirement Pension Insurance have reacted in funding an Austrian-wide psychological and psychotherapeutically support project and is managed by the Austrian Association of psychologists (BÖP). This project started 2013 and is still ongoing. One third of the participants was on sick leave due to psychological issues. 15% had several hospitals stays in the last 3 months. 71% of the clients are regularly taking psychopharmaceutical medication. Two-thirds of the people concerned are women. The average age of the clients is 46 years and one third had a finished apprenticeship. Their psychological assessment overwhelmingly showed affective disorders, posttraumatic stress disorders as well as depression. The clients are referred by the Austrian Service for the Unemployed (AMS) or directly by companies. 6.000 people have had a first psychological diagnostic interview. About 4.500 went on to have a psychological treatment

or psychotherapy. On average 31.6 psychotherapeutically sessions or 25.3 psychological treatment sessions were needed to achieve a stable improvement. The program is served by about 300 clinical psychologists and psychotherapists. The program was evaluated independently by the Department of Psychology, University of Vienna. The aim of the evaluation was to assess the benefits of the program and furthermore, to compare the effectiveness psychological treatment and psychotherapy.

The research sample consisted of 509 clients. The Beck depression scale (BDI-II), the Brief Symptom Inventory (BSI) and the Global Assessment of Functioning (GAF) was administered. One of the striking results was the improvement of the performance capacity: 81% showed significant improvement. An significantly reduction of psycho-pharmaceutical medication as well as a significant reduction of hospitals stays. But the most striking and impressive result was that it could be shown that the psychological treatment was more effective (less session needed and better long-term effect) than psychotherapy.

CARING FOR THE CAREGIVERS: AUSTRIAN'S SUPPORT SERVICE FOR EXHAUSTION SYNDROME PREVENTION PROGRAM

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Margarethe Grasser

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To look after, to care, to nurse and be responsible for high aged and/or disabled family members in their homes, is undoubtedly very burdensome. There is evidence, that the caregivers, being mostly women, have a very high risk to develop a depression. It is even more stressful, if the relative- or mother or father- suffer from Alzheimer disease or dementia. Because of this mental risk the ministry of social affairs and health has asked the Austrian psychological association to organize psychological support for these caregivers. About 200 clinical psychologists are engaged in this program and may offer 1 or 2 sessions, which are payed by the Austrian Ministry. Intervention procedures include focused relief, empowerment to reinforce

resilience, as well as ensure their health literacy and information to get social and financial support. The clients are identified as being mentally burdened by home visits of the evaluator of the level of financial care support. Another pathway is the counseling after inpatient hospital discharge. This psychological service has already been adopted so well, that the scope of the service to the clients will be enlarged in 2019. Furthermore, a systematical evaluation of the outcomes will be implemented. Finally, it has to be stressed that this issue is under represented in the public health opinion and thus this project is meaningful contribution to value the care-givers.

GERONTOLOGY IN AUSTRIA – “SUCCESSFUL AGING”

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Most times aging is seen as a process of losses and is only associated with dementia, depression and dying. Most times therapy is oriented on medical interventions and nursing. So we will focus on the main topics of Gerontology in this specific area. In Austria, Gerontology is seen as a sub discipline of Clinical Psychology influenced by many additional disciplines such as Developmental psychology, Health psychology, Geriatrics and Gerontology. Gerontology is gaining importance in the light of recent epidemiological developments. Main topics of Gerontology are to assist healthy older people in “successful aging”, to help older couples to have a good relationship with

satisfying sexuality and finding new social roles and to cope with problems in the job. Further on in people suffering from different diseases clinical Gerontology is an important part in the diagnostic and treatment process of dementia and depression but also helpful to cope with different somatic diseases. In this presentation those aspects of Gerontology will be presented in a practical way on the basis of gerontological findings. In addition the working group Gerontology of the Austrian Psychological Association has taken the initiative and developed a specialized Curriculum. Its content is described in this presentation.

NEUROPSYCHOLOGICAL ASSESSMENT AND SUPPORT APPROACHES

Nataliya Varako

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Abstract body: Different kinds of brain damages and disturbances of higher mental functions lead to multidimensional consequences, affecting mobility, cognition, emotions and communication. The main consequences concern everyday life, loss of connection with society and loss of quality of life. Neuropsychological assessment and rehabilitation and psychological and neuropsychological support people (children and adults) with the impairment of functioning, disability and health limitation and help solve their problems and integrate them into society.

General summary of the Symposium. Presentations. The symposium will begin with a presentation describing neuropsychological analysis of school education difficulties of children after cochlear implantation. This study

presents an overview of rehabilitation problems of children after cochlear implantation. Various approaches to teaching deaf children with cochlear implants are considered. The second and the third presentations give data on the assessment of nervous system functional state by neuropsychological and psychophysiological methods of children 6-9 years and on the assessment of hyperactivity and fatigability in primary school age children. Next will be described the psychosocial rehabilitation after brain injury in Russia on the way towards the holistic model. The last presentation will be theoretical and will compare International Classification of Functioning, Disability and Health (ICF) and A.N. Leontiev's Theory of Goal-Directed Activity in the Russian clinical psychological rehabilitation. Finally, discussion will be open to all participants.

ASSESSMENT OF NERVOUS SYSTEM FUNCTIONAL STATE BY NEUROPSYCHOLOGICAL AND PSYCHOPHYSIOLOGICAL METHODS IN CHILDREN 6-9 YEARS OLD

Vyacheslav Lebedev

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The success of child learning depends on many factors, one of the main becomes neurodynamic indicators of the nervous system functional state (NSFS). There are different methods of assessment these factors in neuropsychology and psychophysiology. The aim of this research is to establish the relationship of these indicators in different approaches. It is necessary for more precise prediction child's school adaptation, timely detection of psychophysiology desadaptation and its prevention (including bio/neurofeedback method). Also it helps to establish the neurological diagnosis. Study involved 97 children 6-9 years old with learning disabilities and adaptation to school conditions. Children's NSFS assessed by based on electrocardiogram recording followed by a spectral analysis of heart rate variability (HRV) psychophysiology method and then compared with indicators of neuropsychological assessment approach. The neurodynamic indicators in neuropsychological approach expressed in fatigability, time performance, impulsivity, inaction and hyperactivity. These parameters were summarized to fatigue index

(FI) and hyperactivity index. The assessment of psychophysiological indicators expressed in total spectral power (TP), high-frequency spectral components (HF) and the stress-index (SI) according to R.M. Baevsky. There are the significant correlations between TP of HRV and FI, HF of HRV and FI, HF of HRV and inaction, SI and inaction.

The NSFS indicators with the use of HRV analysis at rest are connected with behavioral characteristics of the neurodynamic resource according to neuropsychology assessment. The HRV reflects the adaptive potential of child's nervous system. It can be stable prognostic indicator of the development the different desadaptation states, which are primarily reflected on school adaptation. The reported study was funded by RFBR according to the research project № 17-29-02169 «The modern informational technologies (virtual reality, eye tracking, neurofeedback) included in the clinical and psychological diagnosis and rehabilitation of persons with impaired cognitive and emotional processes system».

INTEGRATIVE APPROACH TO THE ASSESSMENT OF HYPERACTIVITY AND FATIGUABILITY IN PRIMARY SCHOOL AGE CHILDREN

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Modern conditions impose the increased requirements to child. It is reflects in school adaptation process, peculiar behavior and subsequent learning disabilities. Peculiar behavior is often expressed in increased motor disinhibition and impulsivity or in increased fatiguability and sluggishness. The comparison of peculiar behavior with psychophysiology indicators of peripheral nervous system (PNS) permit to predict the difficulties of adaptation and the possibility of their prevention. Study involved 47 children 7-8 years old with peculiar difficulties in behavior. According to neuropsychological assessment there are gets summarized fatigue index (FI) and hyperactivity index (HI). These index compared with the indicators of PNS at rest: total spectral power (TP), heart rate variability (HRV), high-frequency spectral components (HF) of HRV and stress-index (SI) according to R.M. Baevsky. These indicators of PNS were assessed by phychophysiological method based on electrocardiogram recording with subsequent spectral analysis of HRV. There

are excluded children with different dysregulations of HRV. There are the significant negative correlation between TP and FI, significant positive correlation between HF and HI. Fatiguability and sluggishness in the child's behavior is expressed in reduced productivity and efficiency. This is expressed in negative connection of TP and FI, because the TP parameter expressed the complex resource nervous system condition. The increased motor disinhibition not always directly related to the amount of the child's resource. So it was obtained positive connection of HF and HI. There results of the research makes the contribute to better understanding of correction approach including bio/neurofeedback therapy. The reported study was funded by RFBR according to the research project № 17-29-02169 «The modern informational technologies (virtual reality, eye tracking, neurofeedback) included in the clinical and psychological diagnosis and rehabilitation of persons with impaired cognitive and emotional processes system»

PSYCHOSOCIAL REHABILITATION AFTER BRAIN INJURY IN RUSSIA: ON THE WAY TOWARDS THE HOLISTIC MODEL

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Acquired brain injury leads to multidimensional consequences, affecting mobility, cognition, emotions and communication. An interplay of the functional deficit, pre-injury identity, family and environmental factors in every case form a unique pattern. A holistic neuropsychological rehabilitation model was developed by G. Prigatano, Y. Ben-Yishay, B. Wilson and other in order to address this complexity and to achieve the goal of social readaptation of brain-injured individuals. In the current work, we describe the experience of implementation of the holistic model of rehabilitation in Russia. For three years, we are developing a model of psychosocial rehabilitation for patients with brain injury on the base of a private outpatient center. Two interventions are analysed. First, 45 patients brain injury entered an intensive short-term (3 weeks) program consisting of 27 hours of rehabilitation (15 group, 12 individual). Second, 7 of these patients entered a low-intensity long-term (once a week, 1 year) program consisting of 100 hours of rehabilitation (60 group, 40

individual). The following barriers for holistic rehabilitation were identified. First, the holistic model is not widely accepted by the professional medical community. Second, infrastructure for social adaptation of disabled people is very limited. Third, mental disability leads to strong stigmatization. Therefore, there is very limited request and funding for holistic rehabilitation. Still, major effort is spent at attempts for restoration of the pre-injury state, even when it is obviously unrealistic. In these circumstances, short-term programs do not lead to sustained effects, they only allow to correct misleading beliefs about rehabilitation. Prolonged participation in individual and group therapy is necessary for psychosocial rehabilitation after brain injury. During the long-term program, the center becomes a micro society that promotes acceptance of brain injury, implementation of compensatory strategies, development of self-esteem and self-efficacy. Transfer of the progress towards macro society requires continuous support.

INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF) AND A.N. LEONTIEV'S THEORY OF GOAL-DIRECTED ACTIVITY IN THE RUSSIAN CLINICAL PSYCHOLOGICAL REHABILITATION

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The International Classification of Functioning (ICF) is one of the instruments proposed by WHO for describing and comparing health-related data used in the health care system for diagnostic and rehabilitation aims. Today, the possibilities of application as well as the problems of introducing and using the ICF into the practical work of clinical psychologists within the framework of the Russian psychological tradition are being discussed. In this regard, the need arises for the operationalization of ICF domains for specialists of the multidisciplinary rehabilitation team, which will facilitate the use of the ICF in rehabilitation work for diagnostic, planning and implementing a rehabilitation programs and evaluating their efficacy. The possibility of filling ICF domains with clinical and psychological content is being considered, which will allow a specialist to understand better what specific techniques are used in his work and how they contribute to the active return of a person to the social environment. We propose to use the

cultural activity approach as a methodological basis for clinical and psychological rehabilitation, corresponding the structure of activity (according to A. Leontiev) with the main components of the ICF. A comparison of the components of the ICF (in particular, "structures", "functions", "activity", "participation") with levels of activity (psychophysiological functions, operations, actions and activities) according to A.N. Leontiev is suggested. We argue that the effective process of clinical and psychological rehabilitation can take place only at the level of specific actions, and not at the level of the whole goal-directed activity or operations. Psychological theoretical and methodological content of domains of the International Classification of Functioning (based on cultural activity approach, including syndromic analysis for higher mental functions disorders) allows to develop a framework for clinical and psychological rehabilitation at the activity level, and to implement at the level of actions in the structure of activity (according to A.N. Leontiev).

NEUROPSYCHOLOGICAL ANALYSIS OF SCHOOL LEARNING DIFFICULTIES IN CHILDREN AFTER COCHLEAR IMPLANTATION

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This study presents an overview of rehabilitation problems of children after cochlear implantation. Various approaches to teaching deaf children with cochlear implants (CI) existing in different countries are considered. The necessity of prolonged neuropsychological assistance in choosing an educational path is argued. Education systems for children after cochlear implantation in different countries include the study in general classes, special classes for the deaf and hard of hearing children within the general school, specialized schools for children with hearing impairments. The study used quantitative and qualitative data meta-analysis of 26 published retrospective studies from 2002 to 2017 years. The main parameter of the quantitative analysis was the percentage of children with CI reaching the norm level of educational and social skills development. Qualitative data analysis included selection of the most commonly found in children with CI disorders of higher mental functions described in these studies. The quantitative analysis of the results distribution of educational and social achievements in pupils with CI revealed a significant variation of the data. The most

discrepancies were revealed in such indicators as progress in mathematics and reading, in the frequency of the sign language, which characterizes the presence of a negative attitude towards the use of sign language instead of speech. Qualitative data analysis showing the specific problems of mental functions development that may become targets for correctional training. The weak link among the higher mental functions of children with CI can be not only speech or auditory perception, but also other processes such as spatial perception, compilation of information, insufficiency of connections between the visual image of the object and the auditory image of its name, understanding the figurative meaning of statements. It is important to pay attention not only to the format of the educational process and the type of institution, but also to the content characteristics of learning, including the active and regular use of visual assistive devices, the awareness of teachers about the features of child development after CI. The neuropsychological diagnostics is feasible for assessment of readiness for school education of children with CI.

MILITARY PSYCHOLOGY. EXTREME PSYCHOLOGY. PSYCHOLOGY IN SPECIAL CONDITIONS

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Abstract body: The Symposium is devoted to the consideration of important professional tasks and the ways of their implementation in the activities of psychologists working in the military, law enforcement, as well as in complex and dangerous industries. The reports presented in the program of the symposium are devoted to the tasks of psychological support for extreme

profile specialists: professional psychological selection, psychological training, ways to prevent the occurrence of problems related to professional activity, ways of recovery and correction. It also discusses how to help people in difficult life situations, victims of emergency situations, military operations, fires, natural disasters.

MILITARY PSYCHOLOGY IN THE XXI CENTURY: BLOSSOMING OR CRISIS?

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Research objective – estimating current state of military psychology in the world and revealing the main tendencies of its development. Research method: content analysis of scientific publications, documents, literary sources, professional Internet sites. Research course: scientific articles, textbooks, manuals, websites of psychological communities of 22 states (n=212) were studied. Results of research: It is established that military psychology is a dynamically developing branch of psychological science and practice. Continuously psychological structures in armies of Australia, Israel, Canada, Russia, the USA become stronger. Psychologists in armies of many European countries and China act actively. It is discussed questions of psychological work in armies of many countries. "Center" of activity of military psychology moves to space of the international military-psychological cooperation. Influence of the USA in the theory and methodology of the analysis of military-psychological problems remains considerable. However, the understanding of the question that the regularities of manifestation of mentality of the soldier opened in the USA in fight, can't directly be extrapolated to armies of other countries increases.

Scientific researches of military-psychological prospects are actively conducted. The subject field of military psychology extends. Considerable financial means are allocated for functioning of psychological services, training of military psychologists, psychological work with the military personnel. At the same time, expectations of commanders in relation to military psychology in many respects aren't met. The greatest volumes of PTSD, suicides, drug addiction and alcoholism are marked out in armies where number of psychologists highly and above their financing. There are no "breakthrough" psychological technologies in the major branches connected with behavior of the military personnel. The culture of using of psychological knowledge isn't formed among the military personnel. Psychologists pay too much attention to psychodiagnostics and work with documents. The military psychology is in a bifurcation point now. Growth of number of military psychologists isn't followed by decrease of psychological problems. Credibility to military psychology thaws. Cooperation of military psychologists in the field of psychological help, partnership with actively developing branches of science and practice is necessary.

SUMMARY PREVENTION OF RADICALISATION THE NEEDS OF FAMILIES

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Radicalisation that leads to terrorism is one of the phenomenon that has dominated both national and international agenda in the recent decades; it also has its disturbing impact on families and societies. Our interviews with several families, who were dealing with the process of radicalisation of their children, confirm this. The devastating effects of radicalisation was observable. There are several reasons why radicalisation occurs. Sageman (2004) argues that social bonds (friendship, kinship and discipleship) have forced many individuals to radicalise and to participate in terrorist activities. Similarly, Bakker (2006) after analysing 242 individuals concludes that there are many socio-economic factors like unemployment, injustice, kinship, criminal record behind radicalisation and terrorist activities. Bloom (2005), Ganor (2009), Hundley (2011) and Walker (2007) discuss the same motives but from different perspectives. Finally, Arian (2012) former Deputy Director of the

Department of Human Rights at the Ministry of Foreign Affairs in Afghanistan admits that the process of radicalisation which finally leads to terrorism is a highly complex phenomenon in terms of its concept and motivations. He adds that despite scholarly efforts to address the root causes of radicalisation and terrorism there are still significant uncertainties. There are also several reasons why families fail to deal with the process of radicalisation of their children. Lack of knowledge around the topic, taboo, inability to recognise its signs and unawareness where to ask for help are some reasons why parents fail / failed to prevent their children from radicalisation. This research explores the role of families in the process of radicalisation leading to violent extremism. Results of interviews with families of radicalised youngsters are being presented and first conclusions are presented on the impact of these insights.

EXTREME PSYCHOLOGY. MYTHS AND REALITY

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The presented report is devoted to the consideration of the most urgent issues related to the organization and implementation of emergency psychological assistance to victims, as well as relatives and friends of victims and those who died in emergency situations. Over the past decade, the provision of emergency psychological assistance took shape in a separate professional area of activity of psychologists of extreme profile, and also received regulatory consolidation, through a separately existing term in the field of extreme psychology. The basis for the preparation of materials for the report was the experience of participation in the elimination of the consequences of large-scale emergencies by specialists of the psychological service EMERCOM of Russia. The main focus is the description of the features of the organization of work, depending on the conditions and circumstances of a particular emergency. The report presents a number of concrete examples describing the provision of emergency psychological assistance in the aftermath of emergency situations such as the accident at the

Sayano-Shushenskaya HPS; a fire at the "Lame Horse" Club; accident at the Rospadskaya mine; flooding of the "Bulgari" motor ship; the crash of the Yak-42 HC Lokomotiv; flooding of the floating Kolskoye drilling rig in the Okhotsk Sea; flood in Krymsk; flooding in the Far Eastern Federal District; the fire collapse of the shopping center "Admiral"; the crash of a trawler in the Okhotsk Sea; Airbus A321 crash, the Arab Republic of Egypt, Sinai Peninsula; incident on the water, the Republic of Karelia, Lake Syamozero; Accident, 926 km of Highway Tyumen – Khanty- Mansiysk; flooding Stavropol Territory, Pervomayskiy and Levokumka Settlements; shooting at the school, Ivanteevka; the crash of the AN-148 "Moscow-Orsk" aircraft. The report describes the main approaches to the organization of work of specialists of the psychological service EMERCOM of Russia, the principles of forming the task force of the specialists involved, as well as the substantive aspects of providing emergency psychological assistance, including the application of ethical principles in working with the victims and relatives.

METHODOLOGY FOR ASSESSMENT SAFETY CULTURE IN HIGH-RISK ORGANIZATIONS

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The human factor plays a crucial role in many problems of accidents and injuries in modern organizations, but the problems caused by it are still far from being solved. Their relevance has led to the emergence of a new branch of knowledge – a safety culture aimed at maintaining and improving the professional reliability of staff and ensuring the safe and effective operation of the organization. It is especially important to deal with the formation of safety culture in high-risk organizations as the level of responsibility of the personnel of these organizations is very high, and consequently the price of mistakes is high. One of the largest enterprises of the electric power industry in Russia and the only company in Russia that performs the functions of the operating organization of nuclear power plants (hereinafter NPP) is the Joint Stock Company «Concern for Production of Electric and Thermal Energy at Nuclear Power Plants». «Rosenergoatom» Concern JSC sees its mission as bringing consumers with electrical and thermal power produced by the NPPs with guaranteed safety as its top business priority. In 2015-2016,

«Rosenergoatom» Concern JSC with the scientific and methodological support of the Rosatom Tech developed a methodology for assessing safety culture at nuclear power plants. Methodology for assessment safety culture in high-risk organizations is based on the methodology of the International Atomic Energy Agency (IAEA), World Association of Nuclear Operators (WANO). The purpose of the methodology is to identify the level of commitment of NPP personnel to safety in the performance of production activities, the level of implementation of leadership potential of managers in the field of improving the safety culture, allows to identify current problems in the management system that require increased attention, and can also serve as a feedback mechanism in assessing the adequacy and effectiveness of previous management decisions. The psychometric testing and the research results confirm that the proposed methodology is a reliable and valid tool for assessing the levels of commitment to safety culture.

THESES OF THE SPEECH ON: “MATTERS OF PROFESSIONAL SELECTION OF THE MILITARY SPECIALISTS”

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One of the tools providing high quality staffing of the Armed Forces with military specialists is professional psychological selection. In the Russian army professional selection was appeared in the beginning of the XX century first of all aiming at defining personal professional qualities and capabilities of airplanes pilots. First psychological and psychology – physical laboratories were created in the military institutions of the Red army in the 20-es. Professional psychological selection was actively developed in the Armed Forces of the Soviet Union. The Program of development of the system of professional psychological selection for the Armed Forces of the Russian Federation was started in the early 90-es. Nowadays the professional psychological selection is a set of measures aimed at acquiring a high quality staffing of military positions at all levels, basing on personal professional qualities and capabilities of the chosen civilian and military staff, in complete accordance with the requirements of the professional military activity. The mentioned above set of measures is carried

out in: a.) in military commissariats and offices for contractors; b.) in military units and military institutions. Military-scientific support of professional psychological selection is held in the scientific departments of the military institutions by the means of developing special data, criteria and methods of professional qualities estimation of personal ability for military service; the chief psychological selection department is the Research and Development center of the General Staff Military Academy. Certain research has been carried out for a few years to improve the methodology of professional psychological selection. Some requirements to the test structure and order as well as the qualitative characteristics of responses such as their adequacy, amount, sufficiency and reliability; and the general estimation of the responses have been outlined. Professional psychological selection is the future trend of the work with staff. The results of this activity generally enhances the staffing quality of the Armed Forces with military personnel.

METHODOLOGICAL DEVELOPMENT OF PSYCHOLOGICAL SUPPORT OF THE INVESTIGATION

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The creation and development of the psychological support service of the investigation in the system of the Investigative Committee of the Russian Federation is due to the need for a systematic approach to the organization of a new for investigative bodies of the Investigative Committee of the Russian Federation type of service activity consisting in the active participation of psychologists in the production actions and verification activities carried out in the framework of Articles 144 – 145 of the Criminal Procedure Code of Russian Federation, but also in ensuring the service activities of personnel. Psychological support of the investigation is a combination of theoretical and practical views, allowing to form special psychological tools and methods for use in the investigation of crimes. Such specialized units are charged with solving two main tasks: The first task, traditional for all law enforcement agencies, is to provide psychological support for the activities of the personnel. These are participation in the conduct of professional selection, psychological preparation for the

implementation of professional activities, participation in the training of personnel, correction and restoration of mental health, solution of psychological problems arising in connection with the performance of professional duties. The second, unique task is to provide a psychological support in the investigation of crimes. This is the psychological and forensic support of the investigation: the activation of the memory of victims and witnesses; building a searchable psychological portrait of the alleged offender; comprehensive psychological analysis of the behavior of participants in criminal proceedings using a variety of methods, including methods of psychophysiological research using special technical means; psychological support of investigative and other legal proceedings involving minors; providing psychological assistance and support to victims, witnesses and their relatives in the first hours after the crime. The involvement of psychologists to provide practical assistance to investigators in the investigation of crimes significantly affects the effectiveness of the investigation, in general.

THE SYSTEM OF PSYCHOPHYSIOLOGICAL SUPPORT OF NUCLEAR POWER PLANTS PERSONNEL'S PROFESSIONAL RELIABILITY

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To ensure the safe and efficient operation of nuclear power plants, since 1982 the laboratories of psycho-physiological support (LPPS) started being established at Russian NPPs. The LPPS' activity and professional development of LPPS specialists are currently supported by the scientific-methodological center "Psycho-Physiological Support of Professional Personnel Reliability" (PPSPPR) of Rosatom Tech. The main purpose of the laboratories is achieved by realization of main activities: D psychophysiological examination of candidates/employees (PFE); D psychological and physiological support of workers (PPS); D socio-psychological aspects of safety culture; D psycho-pedagogical support of the educational process. The PFE purpose is a psychological selection of NPP candidates/employees and control of psychophysiological properties and professionally important qualities to detect early signs of psychological maladjustment and other disorders that reduce professional personnel reliability affecting the NPP operating safety. The purpose of PPS is to recover, maintain and improve the professional performance to prevent wrong actions of the staff. The socio-psychological aspects of safety culture are implemented in the NPPs activities taking into account the recommendations of the IAEA,

WANO. The LPPS specialists perform a psychological analysis of the causes of incorrect actions of employees when the LPPS specialist works in the commission on investigating the violations/deviations in the NPP operation. The LPPS specialists carry out social and psychological research of the socio-psychological climate of the NPP workforce; on shift staffing, manpower selection and deployment in the NPP divisions; on assessment of safety culture at NPPs. Within the framework of psycho-pedagogical support of the process of NPP employees training the LPPS's experts conduct classes on the psychological training, carry out psychological support of emergency drills and individual appraisal practice of the operational personnel at a full-scale simulator, develop psycho-pedagogical recommendations on an individual approach to education. The results of the corporate peer review by WANO, Rosenergoatom have shown that the involvement of LPPS specialists in the investigation of violations, staff selection and preventive management of stressful situations positively affects the operation of nuclear power plants. This comprehensive work of LPPS increases the reliability of the human factor and safety of NPPs.

PSYCHOLOGICAL RELIABILITY OF SPECIALISTS IN SAFETY CRITICAL DOMAINS

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The study aims to develop a predictive model for the performance of professional tasks in conditions associated with the danger to life and health, excessive effort and other safety critical domains. The focus of the study is on specialists who carry out their professional activities using complex technical devices in closed locations (rescue workers n=40, isolated operator stations n=134), during night shifts or in conditions of irregular duty chart. Such conditions create overwhelming workloads, which lead, on one hand, to potential failures and emergencies, and on the other, to threats to health and lives of working people. At the same time, the practice of work routine at the far North, at space stations and nuclear submarines makes it possible to assume that there are physiological and psychological mechanisms of adaptation and resistance to impacts even to the most adverse conditions. The identification of the factors that contribute to the reduction or, on the contrary, increase the adaptive capacity and maintain the reliability of professional activity, is one of the key problems of modern work psychology in general and extreme psychology in particular. The

proposed study considered following factors: age and work experience, physiological characteristics and actual functional states; behavioral patterns and habits; psychological attitudes and motivational dispositions. Analysis of these factors in groups of professionals highlighted the strategy of psychological adaptation/disadaptation to extreme working conditions. The reliability of specialists was examined through the prism of the system of factors' balance that determines the specifics of the performance of professional tasks in extreme conditions of working activity. The study also considered the factors that lead to failures in the reliability and the imbalance of the system. On the basis of the collected data, conclusions were drawn about the predictors of the reliability of professional activities of specialists working in extreme conditions, the specificity of their adaptive and disadaptive strategies that allows them to complete professional tasks in extreme conditions. The results form the basis for the development and implementation of psychological technologies to support professionals of "extreme" types of work.

APPROACHES TO INTERPERSONAL CONTACT IN PSYCHOLOGY

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The phenomenon of interpersonal contact is considered in psychological science from different points of view, complementing each other, and presenting us the opportunity to characterize it as a single, but at the same time, multifaceted phenomenon. In Russian psychological science G.M. Andreeva, A.A. Bodalev, E.L. Dotsenko, V.N. Kunitsina, O.I. Mironova, B.D. Parygin, A.N. Sukhov, L.B. Filonov and others were engaged in a detailed study of the nature of psychological contact. The direction of development, effectiveness, continuation and depth of contact largely depend on the sociopsychological conditions in which interpersonal interaction occurs, which internal and external factors influence this process. Improving the effectiveness of interpersonal contact occurs in the case of adjusting it on the basis of existing knowledge about the psychological characteristics of the contact and the competent application of developed skills by its participants. The concepts of "contact", "psychological contact", "interpersonal contact", "sustained contact", "direct contact"

communication and interaction are applied in various spheres of human life, but most of the scientific works is devoted to interpersonal interaction in the process of learning and professional activities. The original polysemy of the term "interpersonal contact" in psychology found itself in a variety of phenomena that were brought under this concept. In particular, interpersonal contact was understood as: condition, reception, stage of interaction, condition of participants of interaction. Analysis of approaches to the study of interpersonal contact allows you to define the following approaches to understanding it: – the special situation of interpersonal interaction, where people converge, as well as the result of such interaction; – the component of communication as a condition for successful professional activity; – the certain stage of interpersonal interaction; – the psychological connection that occurs in the process of communication between people; – the process in which partners stay during the whole time of communication; – the forced interaction for one or two participants.

DYNAMIC COMBINATION OF INFLUENCING FACTORS FOR A SOCIAL BEHAVIOR: PSYCHOLOGICAL ASPECT

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The analysis of scientific approaches to studying of intrinsic human nature and its mental organization, its determination allows to allocate the main subject of this theoretical analysis – the factors of psychological influence connected with the main views regarding psychological science. Deepening in a psychological essence of objective and subjective determinants at which means influences are developed is defined by further logic of a research of this phenomenon. Consequences of experience of the extreme, psychoinjuring factors to which emergency situations of technogenic, natural and anthropogenic character belong are shown and can be shown in forms of the mental disadaptation of the individual which is characterized by mental states as acute and traumatic stresses and, as a result, PTSD. Except threat to mental health of the population, extreme factors undermine feelings of safety and make change to cognitive perception of a picture of the world – emergence of new trait of character – "cautious vigilance". The conducted researches of psychological consequences of extreme situations testify to the scale of prevalence of psychopathological symptomatology. Unfortunately, similar symptoms of acute and posttraumatic stress arise not only at the people who directly endured traumatic events but also at

those, who witnessed them indirectly, through mass media (further – SMK). The information technology development, taking into account the opportunities (interactivity, efficiency, mass character of use, etc.) given by them allows to consider SMK as the main tool of remote influence on mass consciousness. Individual and psychological features of the person become a subject of studying of interested persons for the organization of impacts through SMK on the population for the purpose of its traumatization, change of the individual and group mental phenomena. In case of purposeful influence, the danger to mental wellbeing and psychosomatic health of the population increases repeatedly. Thus, accounting of specifics of influence of information technologies and the virtual environment on mentality of the person is necessary for identification of the specified forms of negative impact on society. Purposeful work and participation of psychologists of security agencies in use of effects of increase in group solidarity and transformation of group identity in the conditions of threat of life becomes the perspective direction for counteraction, engaging in active regulation of new models of relationship between the society and government, minimizing impact on mass behavior.

SOCIETY VS. PERSONALITY VS. JOB: RESOURCES AND CHALLENGES

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Abstract body: Within the framework of the Congress, a round table will be held on the problems of personal development in modern society, including the logic of professional development. At the round table, topics such as global (transmissions of values in modern society, the role of art in social-psychological practices) and applied processes (human development as a professional, work psychology, economic and marketing measurement of an individual's existence) will be raised. Key

speakers will be presenting Russian Federation (V. Barabanshikova, D. Horoshilov, A. Kachina, O. Melnikova, A. Rikel, F. Vinokurov, Department of Psychology, Lomonosov Moscow State University) and Japan (A. Takashi, Department of Psychology, Graduate School of Arts and Letters, Tohoku University). The goal of the Round Table will be to unite different branches of the science within Russian and Japanese applied and fundamental psychology.

SOCIAL MEDIA MINING IN CULTURAL MEMORY RESEARCH: A CASE OF HOLIDAYS IN RUSSIA

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Tatiana Folomeeva

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We present the preliminary results of studying the translation of cultural memory about four national holidays on the most popular social media website in Russia (vk.com). The automatic analysis of 13 800 posts on holiday dates published by a representative sample of 2 200 authors older than 14 years involved explorative topic modelling with LDA algorithm. The resulting

topics were mostly connected with consumer behavior on holidays, but one topic was found to be specific for authors older than 39 years – greeting cards – the most accessible, affordable and familiar element of a festive ritual. Our research illustrates the advantages and limitations of automated analysis of big textual data in social psychology.

SPECIFIC FEATURES OF PROCRASTINATION IN EMPLOYEES OF MODERN RUSSIAN ORGANIZATION

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ZAO Trolza (Moscow, Russia)

Valentina Barabanshchikova

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The aim of this research is to investigate the specific manifestations and predictors of procrastination in employees of modern Russian industrial organization. Based on the conception of conscious self-regulation of activity (Konopkin, 1995), complex methodology of occupational stress analysis (Leonova, 2004), theoretical researches of procrastination predictors (Ferrari, Johnson, McCown, 1995; Steel, 2007), and used Tuckman General Procrastination Scale (Kryukova, 2010; Tuckman, 1991), we constructed theoretical model of relationship between procrastination and personal characteristics, self-regulation features, job satisfaction of employees. We asked 213 employees of Russian industrial organization (men=93, women=120, managers=88, specialists=125, mean age=39, mean

seniority=7). The organization specializes in the production of electric buses. The study involved engineers and employees of office services, including design engineers, process engineers, production managers, supply service employees, quality service employees, etc. The results of structural equation modeling showed a good fit for the hypothesized model ($\chi^2=26,902$; CFI=0,994; GFI=0,977; RMSEA=0,024) and revealed three significant predictors of procrastination such as occupational stress syndrome, the coping strategy of avoidance and the level of job satisfaction. The stability of the model confirmed in different parts of the sample. In addition, this research revealed specific parameters to different subgroups by gender, age, job category and seniority.

QUALITATIVE INQUIRY IN THE HISTORY OF RUSSIAN PSYCHOLOGY

Dmitry Khoroshilov

Olga Melnikova

Lomonosov Moscow State University (Moscow, Russia)

The paper discusses the qualitative research methods in the history of cross-cultural, clinical and social psychology in Russia since the early 20th century. The roots of the qualitative research in Russian psychology are found in the ethnography before the Revolution in 1917. The later works of L. Vygotsky, M. Bakhtin and V. Propp are widely discussed today from the retrospective point of view in the context of the discursive and narrative psychology, though these classical authors didn't consider the qualitative methodology as the special research tool in psychology. The first mention of the qualitative analysis as the research strategy is possible to discover in the A. Luria's book «On the Historical Development of Cognitive Processes» (Moscow, 1974). The famous text presented the early study of the cultural determination of cognition, performed in the mountainous areas of Uzbekistan in 1930s, with the interview as the basic method. After the Second World War B. Zeigarnik linked Luria's methodological ideas and the principles of K. Lewin's field theory in the clinical psychology (pathopsychology). She

introduced the special type of diagnostic procedure – the «patopsychological experiment» as the reconstruction of the real life situation in the dialogue between the researcher and the patient. Her student and follower, E. Sokolova, the author of the first Russian handbook of qualitative research («Projective methods of personality research», Moscow, 1981), writes that the priority for the Russian pathopsychology in the diagnostics was always the qualitative analysis and the interpretation of the decision task. The 1990-2000s is a period of the formation of a research methodology, which integrates the experience of the English and Russian qualitative psychology for the study of social representations and identities.

Nowadays the qualitative research methods develop in social psychology as the framework for analyzing social and political changes in modern Russian society and mass culture. Qualitative methodology is becoming close to the critical psychology and transforms to the critical hermeneutics of the politically and ethically neutral science.

GENERATION Y INFANTILISM AS A SOCIAL-PERCEPTUAL AND SOCIOLOGICAL PHENOMENON RESEARCH

Alexander M. Rikel

Anna V. Milukhina

Lomonosov Moscow State University (Moscow, Russia)

Nowadays, the difference between generations is becoming more obvious. There is an increasing violation of the intergenerational transmission of values, more and more distinguished between generations than common features. Highlighted features that distinguish modern generations from each other are value orientations and behavioral features. Some researchers note that the modern young generation (generation Y), compared with their parents (generation X, Baby-boomers), is prone to infantilism, but there are almost no studies that affect this topic. Infantilism can be opposed to "maturity", which can be understood in line with the psychological formation of a person or as matching a number of sociological criteria. As part of a two-stage (quantitative and qualitative) study (first stage, N = 349; second stage N = 15), the basic hypothesis about differences in attitudes regarding maturity (age of marriage, the appearance of children in

the family, the beginning of work, education, etc.) in the young (Y) and older (X) generations was confirmed. Significant differences in attitudes regarding maturity between the older and younger generations were revealed: according to the criteria of family availability and work activity for 20 years of age and the presence of children for 25 years of age, older people are more likely to receive positive responses than the younger generation. In addition, to some extent between generations ideas about mature behavior and the causes of mature and immature forms of behavior differ. Differences in attitudes towards maturity between the older and younger generations were also revealed: representatives of the older generation more negatively than the younger generation evaluate situations that illustrate immature behavior and more positively evaluate situations that illustrate mature behavior.

HARDINESS AND COPING WITH OCCUPATIONAL STRESS

Anastasia Kachina

Lomonosov Moscow State University (Moscow, Russia)

Studies of personal resources of adaptation to dynamic work conditions and job content form one of the most important domains in work and organizational psychology. Contemporary baseline research is targeted to reveal the factors that contribute to effective work, unimpaired health, and well-being. In this domain the studies of various professional disadaptations and the elaboration of psychological support programs are growing rapidly. In spite of a broad range of investigations revealing the psychological resources needed for successful professional development, the problem of adaptation to the demands of difficult and tense work situations is on the agenda. The precise nature of the relationship between hardiness and stress remains to be determined so the research aim was to analyze hardiness (Maddi et al., 2006) as a personal resource of adaptation that ensures successful coping and leads to a risk decrease of stress-syndrome development and its negative outcomes. The sample included 385 participants

(average age = 36.5). It was found that hardiness correlates to planning coping, escape-avoidance and accepting responsibility coping. The participants with high level of hardiness more often chosen planning strategies and positive reappraisal to cope with professional tense and stress and less often escape – avoidance strategies and acceptance of responsibility. Hardiness is associated with resistance to maladaptive stress-response and negative stress outcomes. Significant differences regarding negative functional states manifestations and burnout symptoms were revealed in low and high hardiness groups of participants. The group of participants with low hardiness demonstrated expressed level of negative functional states – fatigue, monotony, stress and burnout whereas “hardy” participants didn’t manifest negative stress outcomes. According to the results we can presume that in professional context hardiness has significant effect on negative stress outcomes and therefore on the performance.

PSYCHOLOGISTS CAN MAKE THE DIFFERENCE: CULTURAL AND INDIVIDUAL DIVERSITY

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Bruna Zani

European Federation of Psychologists' Associations (Germany)

Abstract body: The challenge of dealing with cultural and individual diversity has reached the daily work of all of psychologists, no matter if they work on international level (either in other countries or on international issues like the observance of the Human Rights) or in their cities with colleagues or clients raised on one or more other cultural backgrounds. But what does that mean to psychologists of nowadays? It means that psychologists work constantly in situations of the quality of a cultural overlap. Most of them are not or insufficient prepared for this yet. Regarding a psychologists' core work of understanding and supporting people from a

psychological point of view, this work is not only done with "looking through different glasses" but means building up a hermeneutic attitude which enables multiplying and differentiating perspectives like a mutual prism. This all leads to the conclusion: There is a responsibility to implement intercultural psychology mandatorily in the study programmes of Psychology already on Bachelor level.

General summary of the Symposium. Please notice: This special joint-symposium is open to EFPA-group members only and is supposed to aim at working EFPA-internally in three working groups on this topic after the presentations.

COMMENT OUT OF THE PERSPECTIVE OF THE BOARD ON EDUCATIONAL AFFAIRS

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Ioulia Papageorgi

School of Humanities and Social Sciences (Nicosia, Cyprus)

The second presentation will comment on the statement out of the view of the Board of Educational Affairs, focusing on curriculum-related issues in education of psychologists (practitioners and scientists) and psychology students. The BEA acknowledges that psychologists nowadays face the challenge of working with cultural and individual diversity. It is thus imperative to discuss how psychology curricula can be enhanced to better prepare psychologists in meeting contemporary demands of the profession. Research and

theories from various domains of the psychology discipline (e.g. social, community, developmental, cultural, clinical, dynamic, organizational) have the potential to provide significant conceptual insights and methodological indications for designing policies and interventions targeting this challenge at its core. Psychological science can and should play a strategic role in these developments because it encompasses both individual and collective levels of analysis, and can thus facilitate the recognition of reciprocal and recursive linkages among these levels.

COMMENT OUT OF THE PERSPECTIVE OF THE BOARD ON HUMAN RESOURCES & PSYCHOLOGY

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Ulrich Wagner

*Philipps-University Marburg / Social Psychology
(Marburg, Germany)*

The third presentation will comment on the statement out of the view of the Board on Human Rights and Psychology dealing with issues due to the observance of the Human Rights. Diversity offers chances and challenges for individuals and societies. It stimulates creativity and innovation, but can also lead to misunderstanding, devaluation and discrimination. Psychology knows a lot about the preconditions for these opposing effects – both about the individual preconditions of diversity competence as well as about the situational and social circumstances.

In addition, psychology knows about the cultural dependence of its own theories and explanations, which has consequences for their applicability in different cultural contexts. Prerequisite for working professionally in a world of increasing individual and cultural diversity and to avoid discrimination and Human Rights violations is to make this knowledge available to psychological professionals. This implies appropriate implementation of diversity and intercultural training in graduate and postgraduate education for psychologists.

PRESENTATION OF THE STATEMENT OF THE BOARD ON CULTURAL AND ETHNIC DIVERSITY TOWARDS INTERCULTURAL AND INDIVIDUAL DIVERSITY AND SUGGESTIONS FOR CURRICULUM COMPONENTS

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Iva Žegura

(Croatia)

Lukasz Stecko

(Poland)

The Board on Cultural and Ethnic Diversity will open this session with presenting the statement of the Board on Cultural and Ethnic Diversity

about cultural and individual diversity. After that, they will share their first ideas for curriculum components as a base of discussion.

OUT OF THE BOARD ON EDUCATIONAL AFFAIRS: THE RELEVANCE OF INTERCULTURAL PSYCHOLOGY FOR EDUCATION

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Ulrich Wagner

Philipps-University Marburg (Marburg, Germany)

The Board of Educational Affairs will share their view on the relevance of intercultural psychology for the education of Psychologists and students of Psychology nowadays. Migration to Europe and mobility within Europe have consequences for social and cultural integration and inclusion. This is an upcoming field for professional

psychological activities, as psychologists need to be prepared to deal with the inherent challenges of the changing social landscape in Europe. The BEA concurs that there is a need for psychology curricula to develop components on intercultural psychology at Bachelors and Masters levels in the framework of EuroPsy.

OUT OF THE BOARD ON HUMAN RESOURCES & PSYCHOLOGY: DIVERSITY COMPETENCE AS PRECONDITION FOR SUPPORTING INNOVATION AND AVOIDING DISCRIMINATION

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Ulrich Wagner

Philipps-University Marburg (Marburg, Germany)

The Board of Human Rights and Psychology will present how the issues of intercultural psychology link with issues of the observance of the Human Rights.

Diversity offers chances and challenges for individuals and societies. It stimulates creativity and innovation, but can also lead to misunderstanding, devaluation and discrimination. Psychology knows a lot about the preconditions for these opposing effects – both about the individual preconditions of diversity competence as well as about the situational and

social circumstances. In addition, psychology knows about the cultural dependence of its own theories and explanations which has consequences for their applicability in different cultural contexts. Prerequisite for working professionally in a world of increasing individual and cultural diversity and to avoid discrimination and Human Rights violations is to make this knowledge available to psychological professionals. This implies appropriate implementation of diversity and intercultural training in graduate and postgraduate education for psychologists.

EUROPEAN PSYCHOLOGISTS' NEEDS IN FACING DIVERSITY

Ulrike De Ponte

Applied University Regensburg (Regensburg, Germany)

Iva Žegura

(Croatia)

Bruna Zani

(Italy)

Abstract body: Cultural and individual diversity is getting more and more part of the daily work of each psychologist nowadays, but still this issue is less or insufficiently addressed in the study programmes all over Europe. Therefore, psychologists work repeating in situations of the quality of a cultural overlap being not or insufficient prepared for this yet. The psychologists' core work of understanding and supporting people from a psychological point of view lacks knowledge as well as the performance of taking in account multiple and differentiated

perspectives. The conclusion is: The subject Intercultural psychology needs to be mandatorily included into the curricula of study programmes of Psychology and this already on Bachelor levels. This joint-symposium is supposed to aim in working groups after the input-presentations in order to collect all kind of psychologists' views on the needs that are seen out of the view of the divers working fields of psychologists.

General summary of the Symposium. Chair Symposium: Iva Žegura, B CED Discussant: Brunia Zani, EC B CED and B EA

PSYCHOLOGICAL RESILIENCE AND HUMAN HEALTH

Valeria Matsuta

Natalia Kozlova

Elena Gutkevich

Inna Atamanova

National Research Tomsk State University (Tomsk, Russia)

Abstract body: New trends in the development of society view human health, both physical and mental, as one of the fundamental values. Within a variety of fairly representative scientific research there is a lack of analysis of the specificity of models for assessing mental and physical health of different age and professional groups, so further research is needed into insufficiently investigated and systematized criteria of mental and physical health, methods and techniques of psychological health care. There is a lack of effectiveness of the existing system of rehabilitation and preventive measures, which does not take into account the totality of all markers, including a person's psychological characteristics, his/her psychological deficits (not only cognitive, but also

emotional, personal and behavioral ones). The Symposium involves a discussion of new scientific knowledge that allows a comprehensive and generalized assessment of human physical and mental health.

Press paragraph. 1. Natalia V. Kozlova – Dr. of Sci. (Psychology), professor, head of the genetic and clinical psychology department of National Research Tomsk State University, head of the educational programme in Clinical Psychology. Presentation: Rehabilitation of disabled people: The role of clinical psychologists. 2. Elena V. Gutkevich – Dr. of Sci. (Medicine), professor of the genetic and clinical psychology department of National Research Tomsk State University, leading researcher of the Research Institute of

Mental Health of Tomsk NRMC RAS, head of the functional center of family-genetic prevention and adaptation «Mental health of the family», doctor-geneticist. Presentation: Psychological and genetic determinants of mental health of all generations of the family. 3. Inna V. Atamanova – Cand. of Sci. (Psychology), associate professor of the genetic and clinical psychology department of National Research Tomsk State University. Presentation: Rehabilitation of disabled people: The role of clinical psychologists. 4. Valeria V. Matsuta – Cand. of Sci. (Psychology), associate professor of the organizational psychology department of National Research Tomsk State University. Presentation: Psychological safety and basic values of modern youth in Russia: The urban environment effect.

General summary of the Symposium. Health should be considered as a condition for successful realization of a person's mission, life purposes and meaning of existence in the society. Nowadays, psychological and mental health as a set of personal characteristics that are prerequisites for one's stress resistance, social adaptation and successful self-realization is becoming the leading characteristic of one's resource potential. The ongoing transformation of the family and the peculiarities of its functioning in the modern world, the current trend towards integrating knowledge in the field of

mental health, the use of transdiagnostic approach in new methodological contexts of clinical practice and the undoubted impact of social challenges determine the relevance of interdisciplinary approaches to solving mental health problems, focusing on the family. It is also important to discuss the issues of rehabilitation of persons with disabilities, considering it within the legal framework adopted in the world community. According to the biopsychosocial model of rehabilitation, in the pathogenesis of a disease or disorder in humans an important role belongs to a complex of biological disorders, psychological factors (including mental processes, individual psychological characteristics of a person and behavior) and social ones (in particular, socio-economic, social micro-environmental and cultural). The rehabilitation potential of a disabled person is an indicator that can be evaluated based on a complex of medical, psychological and social factors to reveal his/her real possibilities of recovering impaired functions and abilities, including participation in professional activities. It is the competence of clinical psychologists. Qualitative analysis of the rehabilitation potential helps specialists of the multidisciplinary team to develop an optimal rehabilitation route for the disabled and to determine the effectiveness of the funds spent on rehabilitation and the effectiveness of the rehabilitation measures.

PSYCHOLOGICAL STATES PREGNANT WOMEN AND MATERNAL ATTACHMENT TO FETUS AS A FACTOR OF CHILD'S PSYCHOPHYSIOLOGICAL DEVELOPMENT

Olga Terekhina

Svetlana Leshchinskaia

Yulia Kovas

Tatiana Bokhan

Anna Silaeva

Marina Shabalovskaya

National Research Tomsk State University (Tomsk, Russia)

Studying the factors of children's mental development and health during early childhood stems from the significance of this period for the future well-being of a child, lack of longitudinal studies and cross-cultural comparison. Purpose: to identify the possibility to assess a mediating role of psychological states of pregnant women on the relationship between the nature of maternal attachment to fetus and psychophysiological development of a newborn child with a longitudinal design. Longitudinal, The Maternal-Fetal Attachment Scale (Cranley, 1981), Irritability, Depression, Anxiety Scale (Snaith, 1978), data from newborns' medical records, Mann-Whitney U-test, Pearson's correlation coefficient, regression analysis. The sample included 225 women with natural pregnancy (NP) and 93 women with IVF (IVF women) in the third trimester of pregnancy, and their newborn children informed consent of women. All respondents are the participants of Russian "Prospective Longitudinal Interdisciplinary Study-PLIS". Results. The mean scores of characteristics of maternal attachment to fetus («Giving of self»(GIVINGSL), «Differentiation of self»(DIFFSLF), «Role taking»(ROLETAK), «Attributing characteristics and intentions»(ATTRIBUT), «Interaction with the fetus»(INTERAKT), composite score of

attachment(MFA)) in the IVF group lie within the normal range and are significantly higher than in the natural conception group (NCG). The mean scores of depression and outward irritability of women in both groups, the anxiety level of IVF women are in the normal range. An increased anxiety level was observed in some women with NP, of inward irritability was diagnosed in women of both groups. Anxiety level is significantly higher in women with NP. IVF women have significantly higher MFA. In the NCG, negative correlations ($p < 0,05$) were observed between GIVINGSL and outward irritability, DIFFSLF and anxiety, MFA and depression, anxiety and outward irritability. In the IVF group, anxiety negatively correlated with DIFFSLF. Regression analysis revealed ($p < 0,05$) the effect of anxiety and inward irritability on child's weight, the effect of inward irritability on the 5-minute Apgar score, INTERAKT on newborn's height, and DIFFSLF on 5-minute Apgar score in NC group. In the IVF group INTERAKT has effect on the Apgar measurement. Results of correlation and regression analysis revealed the effect of psychological state and maternal attachment on newborn's psychophysiological development. The research was supported by The Tomsk State University competitiveness improvement programme.

PSYCHOLOGICAL STATES AMONG PREGNANT WOMEN AND MATERNAL ATTACHMENT TO FETUS AS A FACTOR OF CHILD'S PSYCHOPHYSIOLOGICAL DEVELOPMENT

Olga Terekhina

Svetlana Leshchinskaia

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National Research Tomsk State University (Tomsk, Russia)

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The mean scores of characteristics of maternal attachment to fetus («Giving of self»(GIVINGSL), «Differentiation of self»(DIFFSLF), «Role taking»(ROLETAK), «Attributing characteristics and intentions»(ATTRIBUT), «Interaction with the fetus»(INTERAKT), composite score of

attachment(MFA)) in the IVF group lie within the normal range and are significantly higher than in the natural conception group (NCG). The mean scores of depression and outward irritability of women in both groups, the anxiety level of IVF women are in the normal range. An increased anxiety level was observed in some women with NP, of inward irritability was diagnosed in women of both groups. Anxiety level is significantly higher in women with NP. IVF women have significantly higher MFA. In the NCG, negative correlations ($p < 0,05$) were observed between GIVINGSL and outward irritability, DIFFSLF and anxiety, MFA and depression, anxiety and outward irritability. In the IVF group, anxiety negatively correlated with DIFFSLF. Regression analysis revealed ($p < 0,05$) the effect of anxiety and inward irritability on child's weight, the effect of inward irritability on the 5-minute Apgar score, INTERAKT on newborn's height, and DIFFSLF on 5-minute Apgar score in NC group. In the IVF group INTERAKT has effect on the Apgar measurement. Results of correlation and regression analysis revealed the effect of psychological state and maternal attachment on newborn's psychophysiological development.

The research was supported by The Tomsk State University competitiveness improvement programme.

PSYCHOLOGICAL CHARACTERISTICS OF THE LIFE-WORLD AMONG THE ELDERLY WITH EXPERIENCE OF ELDERLY ABUSE

Olga Terekhina

Ksenia Bozhenkova

Tatiana Bokhan

Edward Galazhinsky

Anna Ulyanich

National Research Tomsk State University (Tomsk, Russia)

The main contradiction that determines the need for scientific development of the problem of the gerontological violence psychology is, on the one hand, the increase in the number of elderly people and the task of protecting them from violence, maintaining the quality of life, on the other hand - the limited scientific data on the gerontological violence psychology. The average prevalence of elder abuse is 4 to 6% (Etienne G., 2002). High rates of suicide are recorded among people aged 80 years and over (Pridemore W.A., 2003).

Purpose of the study is to identify the conditions and features of the experience of gerontological abuse in the structure of the life-world of elderly.

Methods: transpective analysis; questionnaire for the study of elderly abuse (Puchkov P.V.); the Questionnaire of the openness degree; "Psychological autobiography" (Korzhova E.Yu.); the Questionnaire of quality of life SF-36 (Ware J.E.); "Diagnosis coping strategies" (Heim E.). Statistical methods: descriptive statistics, U Mann-Whitney criterion, factor and regression analysis. The sample included 277 people aged 55 to 85 years: with experience of gerontological abuse - 204; without it - 73 people (men - 56, women - 221 people).

Persons with experience of gerontological abuse significantly more often experience moral and physical suffering from humiliating, offensive words from the outside, loneliness, helplessness. The regression analysis results indicate the possibility to consider the closeness of the psychological system in the social world as a predictor of the deterioration of vitality (no feeling of fullness of strength, energy). Reduced physical functioning and deterioration of somatic health, for example, the performance of daily activities related to physical stress, pain, are directly related to the lack of openness of the psychological system in the world of culture, where they can find information about opportunities (institutions), ways to improve their physical well-being. Closeness to the world of culture is accompanied by closeness to themselves, so older people cannot both extract useful information from the objective world, and use it to improve their physical condition. The degree of openness of the psychological system can act as a predictor of the quality of life in old age.

The study was supported by the grant of the Russian Science Foundation, project No 18-18-00480 "Subjective indicators and psychological predictors of quality of life".

MODERN UNIVERSITY YOUTH: KEY FACTORS OF PERSONAL AND PROFESSIONAL DEVELOPMENT: A CROSS-CULTURAL STUDY

Irina Atamanova

Sergey Bogomaz

National Research Tomsk State University (Tomsk, Russia)

Ekaterina Perikova

Saint Petersburg State University (Saint Petersburg, Russia)

Tatyana Filippova

Karaganda State Technical University (Karaganda, Kazakhstan)

Elena Ivanova

Irkutsk State University (Irkutsk, Russia)

The paper addresses the issue of university students' personal and professional development, focusing on identifying its key factors from the cross-cultural perspective. Three major dimensions are supposed to be taken into account for exploring the interplay between personal and environmental aspects when analyzing the problem in question, namely culture-specific value orientations, self-determination and personal readiness for activity. The dimensions mentioned can be viewed as basic criteria to evaluate possible trajectories of university students' personal and professional development. The paper presents a cross-cultural study aiming at a complex analysis of university students' cultural values characterizing socio-economic and cultural aspects of their environments, their self-determination as a factor of one's own activity and parameters of their psychological system of activity viewed in terms of one's personal readiness for activity. The total sample (N=613) was made up of university students from Russia (Saint-Petersburg, Tomsk and Irkutsk), N=318, and Kazakhstan (Karaganda), N=295. The research tools involved a number of questionnaires aimed at evaluating cultural dimensions (G. Hofstede; R. Inglehart), self-determination in terms of one's needs for

relatedness, competence and autonomy (K. Sheldon, J. Hilpert), achievement and affiliation scales (D. Jackson) and one's personal readiness for activity (self-organization of activity (E. Mandrikova), systemic reflection (D. Leontiev), satisfaction with life (E. Diener)). The data collected were statistically treated by means of descriptive statistics and analysis of variance (ANOVA). The study findings showed a number of statistically significant ($p < 0.05$) differences between the subsamples (university students from Russia and Kazakhstan). For example, there was a difference in some cultural values, namely long-term orientation (G. Hofstede's measure) and traditional values (R. Inglehart's measure). In addition, there were between-group differences in purposefulness, achievement and affiliation. The study outcomes can contribute to a deeper understanding of the interplay between culture-specific personal and environmental factors of university students' personal and professional development to enhance their personal readiness for activity via adequate psychological support programs in higher educational settings. The study was conducted within the research project (18-013-00781) supported by the Russian Foundation for Basic Research

REHABILITATION OF DISABLED PEOPLE: THE ROLE OF CLINICAL PSYCHOLOGISTS

Valeria Matsuta

Natalia Kozlova

Tatiana Levitskaya

Inna Atamanova

National Research Tomsk State University (Tomsk, Russia)

The paper addresses the biopsychosocial approach to rehabilitation of people with disabilities and discusses the role of clinical psychologists in this process. Psychological techniques can be highly effective in enhancing disabled people's motivation for healing, developing new behaviour patterns in them to improve their interpersonal relationships, highlighting positive factors of their life and counteracting negative ones. In this context the idea of rehabilitation potential can contribute to a better understanding of the interplay between medical, psychological and social factors in the rehabilitation process. The paper presents theoretical considerations and practical implementations of the concept mentioned, viewing rehabilitation potential as a systemic biopsychosocial characteristic of a disabled person's status. From the biopsychosocial perspective, the focus of the rehabilitation process shifts from evaluating one's impaired functioning and consequences of one's disease to seeking for functional resources in a disabled person for possible recovery or compensation of the functions damaged based on a complex of

biological, personal and social factors. The paper describes key components of the rehabilitation potential (physiological, psychophysiological, professional, educational, social, and environmental) and its levels (high, medium, and low). It also analyses current practices of implementing such a complex approach to rehabilitation of disabled people. One more important aspect is connected with evaluating the effectiveness and efficiency of the rehabilitation process. The paper discusses psychodiagnostic techniques to be applied to provide such a complex assessment. Thus, the developed conceptual biopsychosocial model of rehabilitation supposes active involvement of clinical psychologists in the system of comprehensive rehabilitation of disabled people. It is this approach that can contribute to their positive life experience, ensuring their successful social integration into the society and improving their quality of life in general. The paper was prepared within the research project (18-013-00937) supported by the Russian Foundation for Basic Research

PSYCHOLOGICAL SAFETY AND BASIC VALUES OF MODERN YOUTH IN RUSSIA: THE URBAN ENVIRONMENT EFFECT

Valeria Matsuta

Natalia Kozlova

Inna Atamanova

Tatiana Levitskaya

National Research Tomsk State University (Tomsk, Russia)

The paper presents a study on the relationship between modern youth's value orientations and their sense of psychological safety with respect to the effect of their sociocultural environment. Addressing the issue of personality-environment interaction reflects current trends in exploring young people's personal and professional development to identify its key factors, growth points and constraints. The interplay between the determinants of the urban environment and goals and values of young people living there is specific in terms of their psychological safety. In connection to this, the main research objective becomes to study a set of young people's psychological characteristics, their system of attitudes and values that determine their potential to overcome various adverse impacts, ensuring their psychological safety in their local settings. Psychological safety is viewed as a condition for one's wholesome development in the modern society, as a part of one's system of values, allowing one to maintain one's integrity, self-development and to realize one's meaningful goals. The study presented also took into account the issue of gender to find out possible differences in young people's social expectations. The total study sample involved 2162 university

students from Russia (Saint-Petersburg, Yekaterinburg, Tomsk, Vladivostok, Barnaul, and Petropavlovsk-Kamchatsky). The research techniques applied were the following: 1) the Basic Values Realizability technique (S. Bogomaz) for examining young people's subjective evaluation of basic values realizability in their local settings and 2) the Portrait Values Questionnaire-Revised (Sh. Schwartz) for measuring 19 value types. The data collected were statistically treated and then analyzed. We used descriptive statistics, analysis of variance (ANOVA) and factor analysis. The study results revealed a number of statistically significant ($p < 0.05$) differences in values between the subsamples (male and female university students). The study findings are discussed in the context of the urban environment effect from the psychological safety perspective. The study outcomes enable ones to gain a deeper insight into the relationships between personal and environmental factors of university students' personal and professional development in terms of their involvement in various activities in their local settings. The study was conducted within the research project (18-013-00781) supported by the Russian Foundation for Basic Research

SCIENTIFIC AND PROFESSIONAL PSYCHOLOGY IN BRICS

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Lisiane Bizarro

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Buxin Han

Chinese Academy of Sciences, Beijing, China

Tholene Sodi

University of Limpopo, Limpopo, South Africa

Aleksander Veraksa

Lomonosov Moscow State University (Moscow, Russia)

Abstract. BRICS countries' collaboration is developing in various dimensions. Not surprisingly, BRICS psychologists have decided to start a dialogue to explore opportunities for collaboration, best science and practice exchange, and ways to strengthen the links among psychologists in the five countries. The first step has been made in Canada, during iCAP2018, when the established representatives from the five countries met and agreed to facilitate communication among professional societies. This symposium resulted from their information exchange.

Press-paragraph. During the Symposium the nominees from respective psychological societies will talk about state of scientific and professional psychology in their countries. Prof. Lisiane Bizarro will be talking about Brazil, Prof. Purnima Singh will discuss state of affairs in

India, Prof. Buxin Han will describe situation in Chinese psychology, and Prof. Tholene Sodi will be sharing on key issues for psychological science and practice in South Africa. Prof. Telmo Mourinho Baptista will be discussant for this symposium.

General Summary of the Symposium. The symposium will cover the following issues for BRICS countries: 1) The societal needs of psychology in BRICS countries, common features and specific aspects; 2) The needs for psychology as a profession and a discipline, their development in line with psychology worldwide and demands of a specific country; 3) Cultural similarities and differences comparing the social adaptation of modern psychology for the welfare and well-being of local people. Emerging economies and societal challenges: Role of psychological science.

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

Purnima Singh

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The BRICS countries are emerging as a new-fangled centre in the economic world today. Economic development is linked to social, cultural, and educational and scientific progress as can be seen in the expansion of educational opportunities and institutions resulting in, among other things proliferation of interest in psychological science and recognition of its role in human and societal welfare. With economic development, however, newer societal challenges emerge which also not only confront psychological science but also make the discipline question its relevance. Though modern psychology developed in the Euro-American context and got imported to other parts of the world, including BRICS countries, but now psychological science in these countries have acquired roots and is prepared to meet the emerging societal challenges. This paper examines the development and challenges faced by psychological science in the context of India. Postindependence expansion in the discipline in terms of programmes and research have been noteworthy with departments of psychology opening up in universities as well as expanding to technology, science and management institutions. The discipline had strong roots in philosophy as major psychology departments emerged from philosophy departments but later developed as an independent scientific discipline. Vast expansion in terms of number of psychology professionals, professional

psychology associations, publications as well as academic journals happened. Concerns related to quality of training and licensing in case of professionals and publications are raised and some restlessness is visible but slowly and steadily efforts are being made by psychologists in the country to assuage these apprehensions. What is promising is the cultural sensitivity shown by psychological science seen in the discussions and debates centering around culture-based concepts, methods and practices in the field.

It will not be unfair to say that India today is at cross-roads. Being a fast growing economy like other BRICS countries but also facing a galore of issues related to health and mental health, environment, inequality, diversity, social justice, poverty, unemployment etc., puts a challenge to efforts to ensure societal welfare within the confines of democratic processes. Psychological science and psychology professionals have to face up to these challenges. Psychology associations have to play a major role in expansion of psychological science and also in internationalization. NAOP India's member to IUPsyS and Indian psychology in general look forward for greater collaboration with psychology organizations and psychologists of BRICS countries as we believe that our collaboration would facilitate development of contextually relevant psychological science to serve humanity and meet the societal challenges in a better way.

REGULATION FOR THE PROFESSIONAL PSYCHOLOGY IN CHINA – EFFORTS IN THE PAST

Buxin Han

Chinese Academy of Sciences, Beijing, China

Modern psychology was introduced to China for more than 100 years, but the regulation and legislation is just in recent 20 years. While the first lab of psychology was established in 1917, first diploma program of psychology was developed in 1921, and the Chinese Psychological Society was founded in the same year, the National Standard for psychological counseling was issued until 2003, as a formal recognition of psychology as a profession by the Chinese government. Ethical code for the practice of the professional psychologists was issued and published in 2007, and revised in 2018. About 400 universities offer 4-year Psychology programmes for degrees of bachelor, master, and PhD, including clinical psychology

and some others from different background (in relation with education, medicine, law, military, social work, etc.). About 2000 graduate degrees of psychology (MSc and PhD) were issued every year, including some continuing education program officially approved by the Ministry of Education. Psychology as both a discipline and a profession have been playing important role in ensuring the health and well-being of Chinese people, but there are apparently over expectation of psychology and psychologists from either governmental official, civilian, and even psychologists themselves. Other challenges were also discussed with respect to the political vulnerability, professional competition with psychiatry, and market oriented training.

REGULATION OF THE PROFESSION OF PSYCHOLOGY IN SOUTH AFRICA

Tholene Sodi

University of Limpopo, City, South Africa

Regulation of the practice of medical and allied professions (including psychology) in South Africa can be traced back to the late 19th century when the Colonial Medical Council of the Cape Province was established in terms of the then Medical and Pharmacy Act of 1891. Subsequent developments led to the establishment of a statutory body known as the Health Professions Council of South Africa (HPCSA). The Professional Board for Psychology is one of the twelve (12) Boards that constitute the HPCSA. Among others, the Professional Board for Psychology has the authority to ... "control and to exercise authority in respect of all matters affecting the education and training of persons in, and the manner of the exercise of the

practices pursued in connection with, any health profession falling within the ambit of the professional board". To legally practice the profession of psychology in South Africa, one is expected to be registered in any of the following categories: psychometrist; registered counsellor; clinical psychologist; counselling psychologist; industrial psychologist; educational psychologist, or research psychologist. Some recent developments pertaining to the profession and scientific discipline of psychology will be discussed. The paper will also address some of the challenges (historical and current), and prospects associated with the profession and scientific discipline of psychology in (South) Africa.

SCIENTIFIC AND PROFESSIONAL PSYCHOLOGY IN BRAZIL

Lisiane Bizarro

Universidade Federal do Rio Grande do Sul (Rio Grande do Sul, Brazil)

The first Psychology programme in Brazil started in 1953 in the Pontifícia Universidade Católica do Rio de Janeiro. The Brazilian government formally recognized psychology as a profession in 1962. A federal law established the 5-year professional training program at universities that leads to licensure as a psychologist. The main regulatory agency in the country is the Conselho Federal de Psicologia or CFP (Federal Psychology Council) which sets the legal and ethical guidelines for the practice of the profession. There are more than 326 psychologists (90% women), registered in CFP today, most in southeast region. A total of 882 universities offer 5-year Psychology (over 4000h) programmes with a broad background and extensive supervised trainingships. Public (federal and state) universities offer tuition-free, highly competitive and prestigious programmes,

but private paid institutions offer 80% of total courses. About 90,5% of Psychologists did not pursue graduate degrees despite of the generous offer of hundreds of lato sensu and 92 strictu sensu (MSc and PhD) programmes. Thanks to the sustained Brazilian Graduate System, federal and state supported research, Brazil ranks in 14th on number of published papers in Psychology among 215 countries, although 24th in H-index. Current trends and conditions suggest that the progress of Brazilian psychology over the past decade will endure. Both discipline and profession will have vital roles to play in ensuring the health and well-being of Brazilian society. Major challenges are psychological (and scientific) literacy and the translation of scientific research into public policies.

RUSSIAN PSYCHOLOGICAL SOCIETY: CHALLENGES OF THE DIGITAL ERA

Aleksander Veraksa

Lomonosov Moscow State University (Moscow, Russia)

Russian Psychological Society (RPS), established in 1885, currently has more than 50 branches in different regions of Russia, embraces representatives of more than 100 universities and research institutes. RPS coordinates its work with the Ministry of Sciences and Higher Education of Russia, Ministry of Health, The Ministry of the Russian Federation for Civil Defence, Emergencies and Elimination of Consequences of Natural Disasters and other governmental bodies. Of great importance is participation of RPS in education on the level of educational standards for schools and elaboration educational programs for preschool age. Special

attention is given to supporting research projects. In coordination with the Lomonosov Moscow State University and Russian Academy of Education the research "Growing in Russia" was launched on the basis of 4 RPS branches. It is aimed at exploring current childhood developmental trends and changes in social situation of development, leading activities of children and influence of digital world. More than 40 researchers take part in the project and more than 3000 children and their parents, starting from 5 y.o. and 300 teachers are participants of the study. Possibilities of international research groups participation in the study are discussed.

STRENGTHENING MARRIAGES IN EGYPT AND THE MIDDLE EAST

Jaime Mendoza

Maram Tolba

Sherine Soliman

American University in Cairo (Cairo, Egypt)

The divorce rate has increased in the United States and most European countries since the 1960s. As a result there has been an influx of publications on the topic of divorce and marriage in the West. However, the situation is very different for the Middle East, especially Egypt. While divorce rates are high (14%-61%-depending on the source) and continuing to climb, there is very little literature and even fewer research studies analyzing the causes and systemic impact of divorce. This panel discussion will focus on how family psychology and interpersonal theory view divorce in four areas: 1) stigma, secrecy and other factors which keep couples, especially women and children unhappily together, 2) The mental factors that impact the couple and the family, 3) What the Fisher Divorce Adjustment Scale and the Beck Depression scale indicate through qualitative and quantitative analysis, and 4) The findings of our research which analyze the systemic phenomenon of divorce in Egypt in order to cultivate culturally based answers on why today's Egyptian marriages are more vulnerable, how we

can strengthen them, and how we can help couples can contain and overcome the negative impacts of divorce.

This panel discussion will present the findings of our pilot study and follow up data. The information will include responses from men and women who are at different decades of their life, length of marriage, and years away from their divorce. Each discussant will present their findings and subsequently the Panel Chair will start a Q&A session. We seek to engage with students, professionals and practitioners in the field of social psychology, marriage and family therapy, couples and family Psychology, clinical psychology and counseling psychology. We are interested to hear culturally diverse ideas and experiences in regards to the overarching questions of our discussion which is primarily: 1) what breaks-up marriages; 2) what can we do about it that is culturally appropriate to our region of the world so that we can mutually create stronger marital environments; and 3) what can we do together to strengthen today and tomorrow's marriages and families.

THREE DECADES OF REFORM-ORIENTED RESEARCH AND PRACTICE IN MENTAL HEALTH SERVICES IN KYRGYZSTAN

Elena Kosterina

Elena Kim

Elena Molchanova

Nina Bagdasarova

American University of Central Asia (Bishkek, Kyrgyzstan)

Horne Sharon

University of Massachusetts Boston (Boston, USA)

Kyrgyzstan is an example of a small yet steadily developing post-soviet country where many initiatives in mental health are currently taking place with efforts of local and international specialists, local government and non-profit sector. During the past 10+ years, mental health services have been gradually developing and a number of critical initiatives took place, which laid the way for improvement of the system of care delivery and improvement of well-being of a number of vulnerable populations. High-quality research is discussed in this panel as a prerequisite for designing well-informed mental health services for local underserved populations. This panel summarizes some of the most influential research initiatives, which are grounded in local tradition of psychology and culture, while at the same time are aiming at informing policy and service-delivery changes. Barriers faced by psychological service providers as they engage in gender-based violence prevention practice in scarcely-funded crisis centers in contemporary Kyrgyzstan will be discussed to demonstrate how everyday frontline work by Kyrgyzstani professionals is permeated with ideological discourses pertaining to global development agenda and powerfully shape routine psychological practice ultimately producing contradictions for the end clients, i.e.,

women suffering from violence. The process of current deinstitutionalization in mental health will be discussed with such drawbacks as increase of homeless people and increase in societal stigmatization of patients with mental disorders. The panel members will also discuss the gap in understanding of subjective well-being by care providers and beneficiaries from vulnerable populations. Among other initiatives, during years 2017-2019 Kyrgyzstan has been working on the National Policy on Elderly Services for the country, where non-governmental agents, academics and government worked together to define the roadmap for development of multiple services for elderly. Also, the preliminary results of a study on subjective well-being among LGBT individuals in 2018, demonstrated existence of a gap in understanding of factors influencing well-being between service-providers and members of vulnerable communities, in particular LGBT representatives. The panel members will also discuss the first steps in the affirming practices for LGBTQ individuals in Kyrgyzstan in the context of conflicting moral traditions and emerging ethical guidelines in psychology. The research discussed in this panel was partially or fully financially supported by: Social Charity Fund Babushka Adoption DCA Central Asia National Society of Red Crescent, Kyrgyzstan USAID.

REFLECTING ON PSYCHOTHERAPY PRACTICE FOR PSYCHOLOGISTS : TOWARDS GUIDELINES FOR COMPETENCIES AND PRACTICES

Anne Plantade-Gipch

School of Practitioners' Psychologists (Paris, France)

Maria Karekla

University of Cyprus (Nicosia, Cyprus)

Nady Van Broeck

Catholic University of Louvain (Leuven, Belgium)

David Neto

*Order of Portuguese Psychologists, Specialty Council of
Clinical Psychology and Health (Lisbon, Portugal)*

Koen Lowet

Belgian Federation of Psychologists (Brussels, Belgium)

Following the Amsterdam statement on psychotherapy practiced by psychologists, a subgroup was created in 2018 within the Board of Psychology and Health with the aim of constructing a conceptual framework and guidelines for psychotherapy practiced by psychologists. In order to do so, maintaining a dialogue with the profession is crucial. First, the discussants will briefly present on the following topics: psychotherapy as practiced by psychologists, competencies, initial training, continuing education, and ethics. Then, the following issues will be discussed, with the audience in order to feed the work of the EFPA psychotherapy subgroup: How should we define psychotherapy as practiced by European psychologists? What kind of psychological care in general and psychotherapeutic care in

particular is indicated to meet the health needs of European populations? What profile of advanced competencies do psychologists need in order to establish a working relationship and offer the most appropriate psychotherapeutic care to various patient / client groups with various health care needs? What are the ingredients of an adequate initial training for psychologists practicing psychotherapy? By what principles should continuing education be underpinned? What ethical reasoning can allow a reflexive practice of psychotherapy? How to help psychologist construct this reasoning during their training and their professional life? This round table will take into account the need to articulate the theoretical, technical and relational dimensions of the practice of psychotherapy in our profession.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT TEST REVIEWS ...

Helen Baron

(London, United Kingdom)

Nigel Evans

Nigel Evans Consulting Ltd (Stroud, United Kingdom)

Ian Florance

European Test Publishers Group (Hampton, United Kingdom)

Mark Schittekatte

Ghent University (Ghent, Belgium)

The EFPA Board of Assessment developed a model for test reviews which has been used in developing review processes (e.g. in UK, Norway, Czech Republic, Denmark, Spain). Other countries have their own models (e.g. Netherlands, Germany) and some use a simplified version of the EFPA model (e.g. Belgium). There are many issues in setting up a review process and this session will provide an insight into the different approaches that can be used and their drawbacks and benefits. Examples of issues that need to be addressed in setting up a review process include selecting who the reviewers will be (e.g. academics, practitioners, test developers), who will manage the review process (e.g. the national psychological society, an independent accreditation body, a consortium of academics), who pays for the review process (e.g. the national psychological society, the test publisher, a government agency, users of the reviews) and who decides which tests are reviewed (e.g. test publishers, reviewers, test users). The panel members represent highly experienced practitioners and academics in the field of testing who have all had extensive

experience of the test review process from different perspectives. Helen Baron (Chair) is an experienced test reviewer and a consultant editor for the British test review process for over 10 years. Nigel Evans uses test reviews both as a teaching tool and as a resource for his work training non-psychologists in test use. He provides both the perspective of a teacher and test users. Ian Florance is the Executive Director of the European Test Publishers Group as well as a test publisher himself and understand the perspective of publishers submitting their instruments for review. Mark Schittekatte is an academic who has worked with a number of organisations in Belgium to develop a test review process. Psychological tests are used for many purposes across all areas of psychology and therefore this session will be of interest to practitioners from all streams as well to academics interested in teaching and researching on the use of instruments. It will be of particular relevance to those considering developing a test review process in their own country.

WHAT PSYCHOLOGIST SHOULD KNOW AND BE ABLE TO DO: EDUCATIONAL PERSPECTIVE

Tatjana Kanonire

Evgeny N. Osin

*Institute of Education National Research University
Higher School of Economics (Moscow, Russia)*

Sverre L. Nielsen

Norwegian Psychological Association (Oslo, Norway)

Irina Simonenkova

*Psychologists Certification Council of State Education
Quality Service, Ministry of Education, Latvia (Riga,
Latvia)*

Vladimir F. Spiridonov

*Department of Psychology Institute for Social Sciences
RANEPA (Moscow, Russia)*

Quality of psychologists' preparation is a crucial matter with short and long-term consequences for all involved parties – psychologists themselves, professional and general society, educators. Core competencies for psychologists are discussed on national and international levels, for example, in educational standards or in International declaration on core competencies in professional psychology. The focus of the proposed discussion is the core competencies of graduates from bachelor and master programs in Psychology. During discussion the following additional questions will be raised: what differs education in psychology from other educational

programs in social sciences; how to balance theory and practice in educational programs and what is the role of scientific training for different professional trajectories; what competencies are expected from graduates in psychological assessment and do graduates of psychological programs are ready for ethical challenges of professional life. It is planned that each discussant presents his or her point for 5-7 minutes and then the general discussion will start. The discussion on the quality of education in Psychology will be interesting for academics and professionals, as well as for employers and psychology students.

E-HEALTH: FROM DYSTOPIA TO UTOPIA. AN EFPA TF ON E-HEALTH PERSPECTIVE ON WHAT WE REQUIRE TO BETTER USE TECH AND IMPROVE CARE

Tom Van Daele

Thomas More University of Applied Sciences / EFPA (Antwerp, Belgium)

Valerija Vidović

University of Zagreb / EFPSA (Zagreb, Croatia)

Maria Karekla

University of Cyprus (Nicosia, Cyprus)

David Daniel Ebert

Vrije Universiteit Amsterdam / International Society for Research on Internet Interventions (Amsterdam, Netherlands)

João Manuel Castro Faria Salgado

Instituto Universitário da Maia ISMAI (Maia, Portugal)

For the last two decades, treatments have been suggested as one way to meet the high need for psychological therapies for mental health disorders. Numerous controlled studies, literature reviews and meta-analyses have documented that therapist-guided internet-based interventions are more effective than waiting-lists, more effective than unguided internet interventions and as effective as face-to-face treatment, with attrition in line with face-to-face treatments. Still, uptake in clinical practice remains low, limiting the potential of e-mental health to help tackle the ever-increasing need for easily accessible and affordable mental healthcare. This panel discussion commences with a brief overview of main findings from two recent reviews (in part) conducted by the EFPA TF on E-health (Ebert et al., 2018; Karekla et al., in press) on the state-of-the-art of internet and mobile-based

psychological interventions and on digital interventions to improve engagement and adherence in chronic illness sufferers, respectively. The panel members will subsequently explore why uptake of e-(mental)health remains limited. They will discuss where current gaps are located in policy, research, practice, higher education, and continuous education. The final aim of the panel discussion is to formulate a number of specific suggestions on how digital tools and interventions could be put to better use. Given the broad application area of e-Health and the diversity of the actors involved in successfully optimizing its usage, psychologists from all different professional backgrounds are warmly welcomed to attend. They will furthermore also be offered the opportunity to weigh in on this discussion.

ADVANCING THE LEADERSHIP OF PSYCHOLOGY ACROSS EUROPE TO MAKE A DIFFERENCE TO PEOPLE; DEVELOPMENT AND IMPACT

Nicola Gale

The British Psychological Society (Leicester, United Kingdom)

Teresa Espassandim

Ordem dos Psicólogos Portugueses (Lisbon, Portugal)

Tor Levin Hofgaard

Norsk psykologforening (Oslo, Norway)

David Murphy

University of Edinburgh (Edinburgh, United Kingdom)

Waikaremoana Waitoki

New Zealand Psychological Society / Te Rōpū Mātai Hinengaro o Aotearoa (Wellington, New Zealand)

Many psychologists are leaders, leading research teams, leading services, and in contributing to the wellbeing of individuals, families, and communities. Psychology as a discipline has much to offer in solving the world's complex and intractable problems. Yet while for some, the picture is of a highly influential and well-regarded profession whose knowledge and expertise is sought after, for others psychology is side-lined. What factors lead to success as leaders? Waikaremoana Waitoki will describe the role of leadership to drive an equitable, culturally-relevant psychology. Drawing on examples from psychology in the Pacific, she will outline how successful leadership requires a relational approach that includes those who are most often excluded in psychological services. Teresa Espassandim will consider the role of the professional association, and their responsibilities in leadership development, and share innovative initiatives such as: facilitating access to internships; providing training; support for employability and career management; accreditation of training; access to specialties and internationalisation. David Murphy will talk about how practitioner psychologists have great

potential to develop as leaders, particularly in response to current trends towards collective and compassionate leadership. David and colleagues' longitudinal research has begun to provide valuable insights into leadership development in psychologists. Tor Levin Hofgaard will challenge delegates as to, in a world where what is defined as a fact has become a matter of opinion, how we as advocates for knowledge and science in psychology "get to yes" when it comes to policy makers and key stake holders? How the ideas of behavioural science could guide our advocacy work. Nicola Gale will talk about how psychologists can be equipped and enthused to take on leadership roles. She will consider the organisational experiences beyond psychology that can demonstrate wider leadership capability. The leadership of professional bodies is central in achieving impact. This panel aims to inspire psychologists to work together to develop the leadership capability and capacity that the profession needs, to ensure psychology is well placed to create a better future for the people, communities and societies we serve throughout Europe and beyond.

ETHICAL DIGITAL HEALTH CARE

Maria Karekla

University of Cyprus (Nicosia, Cyprus)

Henk Geertsema

Convenor of the EFPA Board of Ethics (Amsterdam, Netherlands)

Miguel Ricou

University of Porto (Porto, Portugal)

Tom Van Daele

Thomas More University of Applied Sciences (Brussels, Belgium)

David Neto

Order of Portuguese Psychologists (Lisbon, Portugal)

Numerous individuals use the internet daily as a primary means of finding health related information, both as a supplement and a replacement of traditional sources of information. Sometimes, users even rely on the internet and internet-and mobile-based psychological interventions to help improve their mental health. In these different contexts, users may report a plethora of benefits (e.g., convenience of time and space, anonymity, lack of stigma). However, the absence of a physical presence of a therapist may present with several challenges regarding ethical considerations.

Perhaps one of the most significant concerns is privacy of sensitive information. Other ethical issues may however also include confidentiality and emergency (i.e., dealing with a crisis). This panel discussion brings together experts from three EFPA committees (Ethics Board, Psychology and Health Standing Committee and e-health Task Force) to discuss these ethical issues in relation to various digital media usage. The panel aims to highlight concerns and offer suggestions for both researchers and practitioners when working with digital interventions.

PSYCHOLOGY TAKING A GLOBAL REMIT: PUTTING PUBLIC POLICY IMPACT FRONT AND CENTRE

Sarb Bajwa

The British Psychological Society (Leicester, United Kingdom)

Amanda Clinton

American Psychological Association (APA) (Washington DC, USA)

Frances Mirabelli

Australian Psychological Society (APS) (Melbourne, Australia)

Koen Lowet

Belgische Federatie van Psychologen / Fédération Belge des Psychologues (Brussels, Belgium)

Ole Tunold

Norsk psykologforening / Norwegian Psychological Association (Oslo, Norway)

Francisco Miranda Rodrigues

Portuguese Psychologists' Association (Lisbon, Portugal)

Psychology associations' discourse has long been characterised by words such as evidence, science, profession, research, training, members, academic, practitioner. It has more recently included concepts such as influence, the public, and tentative mentions of impact. But their advocates often struggle to be heard among the more established notions of what psychology associations are here to do. It is becoming evident however that psychologists themselves want their professional associations to have significant public benefit. Policy makers, and the public too, are also looking to psychology to provide insights into complex and intractable global problems that threaten human, environmental, and other species' wellbeing and in some cases very existence. The panel will discuss how, drawing on the strength of our regional and international collaborations, we can begin to make a difference. Some of the big picture issues facing our world today include: • Climate Change • Poverty/Inequality • Refugees/Migration • Mental Health • Community cohesion / wellbeing Panellists will consider and debate a fundamental challenge for psychology which is that these issues and others such as technological leaps in health services, increasing

political polarisation, disinformation and fake news, while being issues of global importance, are not immediately associated with psychology. How can psychology and psychologists share our science and evidence in a way which is compelling and contributes real insights into how to address these difficult problems? What is the nature of the problem in achieving impact? Capacity? Overlapping and competing interests? How can we address it? Panel members explore creation of a coalition of psychological membership organisations to demonstrate thought leadership around one of the identified global problems, how engagement events, marketing and communications channels can be used, and finally share results with regional and global bodies which can then amplify the shared message with their regional and global constituencies (e.g. EU, UN, WHO). The panel will aim to build consensus around the contribution that Psychology needs to make in addressing global problem(s), positioning psychology associations at the country, regional and global level as thought leaders who are essential partners to politicians and civic leaders grappling with the urgent and existential problems of today.

OCD OR SCHIZOPHRENIA? CORRECT DIAGNOSIS LEADS TO CORRECT TREATMENT

Yakov Kochetkov

Center for cognitive therapy (Moscow, Russia)

Darya Maryasova

Hospital of the Russian Academy of Science (Moscow, Russia)

There are some specific forms of obsessive-compulsive disorder, which is often misdiagnosed with schizophrenia in Russian psychiatric practice. These patients have mental compulsions, mental contamination obsessions, obsessive thoughts about going crazy or losing control. Their safety seeking behaviors include thoughts checking, fixation on mental processes and "sensations in brain". The anxiety level is very high and sometimes they experience almost

constant anxiety with depersonalization. Psychotic disorder-related misdiagnosis leads to stigmatization of both patients and their families, maltreatment with significant side effects, relational and employment discrimination, social disadaptation, increased risk of suicide. The aim of the clinical panel discussion is to discuss these cases from a differential diagnosis point of view and implement effective clinical strategies in the practice.

DIALECTICAL BEHAVIORAL THERAPY AS A TREATMENT FOR BORDERLINE PERSONALITY DISORDER

Estefany Lissette Arriaga Domínguez

(Monterrey, Mexico)

Dialectical behavioral therapy, created by Linehan in 1994, offers a satisfactory recovery in patients suffering from emotional imbalance, anxiety, depression among other personality disorders such as borderline, reaching almost 4-6 % of the world population. These patients being those whose treatment is complicated due to a poor diagnosis, lack of interest of the patient and above all, ignorance of psychological treatments by the client and therapist. This therapy integrates the individual sessions with the patient, psychiatric medical treatment if necessary, group training, psychoeducation and

patient therapist contact in case of crisis. The four blocks: Mindfulness, Emotional Regulation, Interpersonal Effectiveness and Stress Tolerance, promote the patient a cognitive restructuring, acceptance, validation as well as behavioral methods for his recovery. The advantage of this therapy is that blocks can be modulated in time and structure depending on the needs of the patient, reinforcing the treatment skills. It is an advent in the cognitive behavioral area for the treatment of these patients with results from six months of therapy up to a year and a half.

SUICIDE POSTVENTION – HOW CAN THE SCHOOL HELP YOUNG PEOPLE LEFT BEHIND AFTER A SUICIDE?

Ksenia Chistopolskaya

Gennady Bannikov

Moscow Research Institute of Psychiatry (Moscow, Russia)

Kari Dyregrov

Western Norway University of Applied Sciences (Bergen, Norway)

Olga Boyko

Mental Health Research Center (Moscow, Russia)

Suicide at school is a delicate topic to tackle with children, especially if there is a suicide attempt or even death occurred in the class. How to deal with it carefully? How to alleviate children's fears and other difficult emotions, not promoting such type of behavior? Two specialists with experience in emergency psychology (Prof. Kari Dyregrov and Gennady Bannikov, PhD), as well as a clinical psychologist who has experience in talking this

topic over in groups of psychiatric patients, will discuss potential pitfalls and possible solutions of this much needed activity. Target audience: school and clinical psychologists, teachers. Prof. Kari Dyregrov will start with her point of view, then other discussants will add to her position; Ksenia Chistopolskaya will lead the discussion, asking questions.

COGNITIVE THERAPY FOR SOCIAL ANXIETY DISORDER IN ADULTS AND ADOLESCENTS

David Clark

Experimental Psychology University of Oxford (London, United Kingdom)

Yakov Kochetkov

Center for cognitive therapy (Moscow, Russia)

Social anxiety disorder is common and typically starts in childhood or adolescence. Cognitive Therapy for Social Anxiety Disorder (CT-SAD) in adults is a well-established treatment that shows strong evidence of differential effectiveness when compared to other active treatments. In

contrast, CBT approaches to social anxiety in young people have yet to demonstrate differential effectiveness and there is some evidence that young people with social anxiety disorder respond less well than those with other anxiety disorders.

THRIVE: HOW PSYCHOLOGICAL THERAPIES TRANSFORM LIVES AND SAVE MONEY

David Clark

Experimental Psychology University of Oxford (London, United Kingdom)

The persistence of social phobia is a puzzle. Individuals with other phobias such as claustrophobia, height phobia, and small animal phobias are able to successfully avoid most encounters with their phobic object and it is generally thought that this avoidance is the main reason for the persistence of their fears. In contrast, the nature of modern society is such that patients with social phobia often have to enter feared social situations. This distinction is recognized in recent versions of the Diagnostic and Statistical Manual for Mental Disorders (APA, 1987, 1994) where avoidance is necessary for the diagnosis of all phobias except for social phobia where it is specified that the phobia situation

must be either “avoided or endured with intense distress” (APA, 1994, p. 417; emphasis added). Why does social phobia persist despite regular exposure to feared social situations? The present panel discussion provides an overview of a recent cognitive model of social phobia (Clark & Wells, 1995; Clark, 1997; Wells, 1997, 1998; Wells & Clark, 1997) that was specifically developed to explain such persistence. Following a description of the model, research testing key aspects of the model is summarized, a treatment programme which aims to reverse the maintenance processes specified in the model is outlined, and preliminary evaluations of the treatment and its components are reviewed.

THE FUTURE OF CBT FOR ANXIETY DISORDERS

Yakov Kochetkov

Center for cognitive therapy (Moscow, Russia)

Jurgen Margraf

Silvia Schneider

Alexander von Humboldt

Ruhr-Universität Bochum (Bochum, Germany)

CBT undoubtedly outperforms drug treatments (benzodiazepines, antidepressants) for anxiety disorders such as panic and phobias. Since the 1980s, Western governments have also been warning that benzodiazepines are addictive and should not be used on a long-term basis. Moderate to strong withdrawal syndromes, worsened anxiety, cognitive impairment, and functional decline are consistent consequences of long-term use, and there is a clear dose–response relationship. Regarding depression, it was initially claimed that 70% of the patients responded to antidepressants and 30% to placebo.

Today, these numbers are actually closer to 40 and 30% (Khan & Brown, 2015). The average effect size of antidepressants in trials submitted to the FDA is 0.30 (Gibertini et al, 2012), and when looking at clinical significance and “real-world” patients, they are on average not better than placebo (Kirsch, 2010). Even more dubious results in children and adolescents led official institutions such as the UK’s MHRA to conclude that most selective serotonin reuptake inhibitors (SSRIs) to treat depression are both ineffective and harmful.

DIALECTICAL BEHAVIOR THERAPY: RECENT DEVELOPMENTS

Yakov Kochetkov

Pushkarev Dmitry

Center for cognitive therapy (Moscow, Russia)

Dialectical behavior therapy (DBT) was developed as a treatment for parasuicidal women with borderline personality disorder and has been adapted for several other populations. This article describes standard DBT and several adaptations of it and reviews outcome studies with borderline patients in outpatient, inpatient, and crisis intervention settings, borderline patients with substance use disorders, suicidal adolescents,

patients with eating disorders, inmates in correctional settings, depressed elders, and adults with attention-deficit/hyperactivity disorder. This treatment outcome review is followed by discussion of predictors of change in DBT, possible mechanisms of change, and current developments in theory, practice, and research.

CBT FOR ANXIETY DISORDERS IN RUSSIA: CULTURAL EXPERIENCE

Yakov Kochetkov

Center for cognitive therapy (Moscow, Russia)

A large amount of research has accumulated on the efficacy and effectiveness of cognitive-behavioral therapy (CBT) for anxiety disorders including posttraumatic stress disorder, obsessive-compulsive disorder, panic disorder, generalized anxiety disorder, social anxiety disorder, and specific phobia. The purpose of the current article is to provide an overview of two of the most commonly used CBT methods used to treat anxiety disorders (exposure and cognitive therapy) and to summarize and discuss the current empirical research regarding the

usefulness of these techniques for each anxiety disorder.

Additionally, we discuss the difficulties that arise when comparing active CBT treatments, and we suggest directions for future research. Overall, CBT appears to be both efficacious and effective in the treatment of anxiety disorders, but dismantling studies are needed to determine which specific treatment components lead to beneficial outcomes and which patients are most likely to benefit from these treatment components.

CBT FOR ANXIETY DISORDERS: RUSSIAN EXPERIENCE

Yakov Kochetkov

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Natalia Garanyan

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A large amount of research has accumulated on the efficacy and effectiveness of cognitive-behavioral therapy (CBT) for anxiety disorders including posttraumatic stress disorder, obsessive-compulsive disorder, panic disorder, generalized anxiety disorder, social anxiety disorder, and specific phobia. The purpose of the current article is to provide an overview of two of the most commonly used CBT methods used to treat anxiety disorders (exposure and cognitive therapy) and to summarize and discuss the current empirical research regarding the

usefulness of these techniques for each anxiety disorder.

Additionally, we discuss the difficulties that arise when comparing active CBT treatments, and we suggest directions for future research. Overall, CBT appears to be both efficacious and effective in the treatment of anxiety disorders, but dismantling studies are needed to determine which specific treatment components lead to beneficial outcomes and which patients are most likely to benefit from these treatment components.

PSYCHOLOGY TRAINING STANDARDS AND COMPETENCES IN EUROPE: CURRENT STATUS AND FUTURE DEVELOPMENTS

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Nady Van Broeck

Catholic University of Louvain (Louvain, Belgium)

Daryl O'Connor

University of Leeds (Leeds, UK)

Psychology training standards and models vary among European countries. As a discipline and science, there have been challenges in developing common language and understanding. The European Certificate in Psychology - EuroPsy, the European standard of education, professional training and competence in psychology set by EFPA and the International Declaration on Core Competences in Professional Psychology exist as guiding tools. New teaching areas have to be integrated into current courses to address emerging fields. We are called upon to work on the unity of our discipline to safeguard the quality of the proposed and implemented standards, as well as the quality of the services and research. Christoph Steinebach will discuss the challenges between the development and application of rules and procedures for standardization and the increasing differentiation among psychology. He will also talk about the role of national associations and European organizations in the adoption of the standards. Rosaleen McElvaney will discuss the development and application of EuroPsy as a common training benchmark for professional psychology across Europe. She will

consider the role that EuroPsy has had on member countries with respect to legislative changes on regulation and curriculum development in universities across Europe. Nady Van Broeck will describe the model of education and training for clinical psychologists that was adopted in Belgium and will situate this in a larger conceptual framework. The emphasis here will be on the basic competency profile of psychologists active in health care and the training programs available to prepare students for professional practice. Ioulia Papageorgi will consider the current discussions on the Board of Educational Affairs with a focus on the academic education of psychology at all levels. Daryl O'Connor will consider the research aspect of the discipline, the discussions on the development of research competences for doctoral programs in psychology and the challenges considered by the Board of Scientific Affairs. The panel aims to identify current challenges for developing a common language amongst psychologists concerning education and research training standards. The discussion will put in context current practices and future developments to keep psychology evolving as a discipline.

A COMPREHENSIVE MODEL OF SUICIDE BEHAVIOR: ARE WE READY FOR IT?

Ksenia Chistopolskaya

Moscow Research Institute of Psychiatry (Moscow, Russia)

Rory O'Connor

University of Glasgow, (Glasgow, UK)

Igor Galynker

Mount Sinai Hospital (New York, USA)

Konrad Michel

University of Bern (Bern, Switzerland)

There are a lot of models of suicidal behavior nowadays in suicidology, so the question is: are we ready to build a one big (or small and neat) unifying model? Or the situation today is the best we can have, and multiple models are needed to fit every phenomenon? Acclaimed specialists in the topic and authors of the most known and interesting theories are going to meet in order to try and answer these questions. Prof. Rory O'Connor as the author of the most recent and well-known model will start the conversation, Dr.

Igor Galynker will present his critique and his own model – the comprehensive narrative- crisis model of suicide. Then Prof. David Klonsky will defend his 3 Step theory of suicide, and Prof. Konrad Michel will give his own view on suicidal behavior as a goal-directed (or not?) action. Questions and comments from the audience will be most welcome. This Panel Discussion is targeted to suicidologists, psychologists and psychiatrists.

WHAT DO WE NEED TO STUDY TO UNDERSTAND SUICIDAL BEHAVIOR BETTER?

Jie Zhang

Paul Hewitt

Fabrice Jollant

Ksenia Chistopolskaya

Moscow Research Institute of Psychiatry (Moscow, Russia)

There is a lot to study in suicidal behavior, starting from psychiatry, psychology, sociology, and to neurobiology and internet behavior. Specialists in the field will talk about their approaches to suicidal behavior and tell the audience what they found in their studies, and what they are hoping to find in the near future.

Prof. Zhang will start from the sociological perspective; Prof. Hewitt will talk of his

perfectionism studies. Prof. Christensen will tell what she managed to do in suicide prevention on the Internet – what are the pitfalls and the advantages in this sphere. Prof. Jollant will look at suicide behavior from the neuropsychological point of view. Ksenia Chistopolskaya will lead the discussion. Questions and comments from the audience are most welcome. The Panel will be interesting for specialists, interested in the field.

COMPETENCE AS A COMMON LANGUAGE FOR PROFESSIONAL IDENTITY AND INTERNATIONAL RECOGNITION. PART 2

Sverre Leonhard Nielsen

Norwegian Psychological Association (Oslo, Norway)

This session will be organized as an “open meeting” with discussions around the themes that were presented in the previous session with the same title. Representatives of international, regional and national associations will be specially invited to participate. All colleagues interested in this issue are welcome to the meeting. Convenor: Sverre L. Nielsen, Norway. Panel consists of Dr. Steve DeMers, USA (Chair),

Pr. Dr. Christine Roland-Lévy, France, president of the International Association of Applied Psychology (IAAP), Dr. Pam Maras, UK, president of the International Union of Psychological Science, (IUPsyS), Dr. Kurt Geisinger, USA, president of the International Test Commission (ITC), Dr. Amanda Clinton, USA Senior Director, APA. Dr. Sverre L. Nielsen, Norway, Chair of the IPCP Work Group.

SCHEMA THERAPY WITH CHILDREN AND ADOLESCENTS EXPERIENCING DIFFICULT LIFE SITUATIONS

Maria Galimzyanova

Elena Romanova

Paul Kasyanik

Yakov Kochetkov

Center for cognitive therapy (Moscow, Russia)

Schema Therapy (ST) is an enhancement and further development of cognitive behavioral therapy (CBT). It integrates elements of cognitive therapy, behavioral therapy, object relations, and gestalt therapy into one unified, systematic approach to treatment. Originally Schema Therapy was designed to treat the long standing emotional difficulties. As the difficulties are presumed to have origins in childhood and adolescent development, in the field of psychological work with children and adolescents schema-therapy is particularly suited to generate action-guiding, diagnostic and therapeutic concepts. ST is based on a model of schemas, modes and the basic needs and their development during the life course. If basic emotional needs (secure attachment/nurturing/acceptance; autonomy; realistic limits; self-esteem; spontaneity and play) are not adequately met in childhood, specific maladaptive schemas, schema modes and coping styles can develop. For example, a child with unmet needs of secure attachment and nurturing, that were deprived after parental loss as a result of death, divorce, or addiction, might

develop an Abandonment/Instability schema. In this panel discussion, first the schema therapeutic conceptual model (schemas, modes, coping strategies), the underlying theory (central importance of core needs in the context of developmental tasks), and requirements in the therapeutic relationship (concept of "limited reparenting" and "empathic confrontation") are going to be discussed. Later, panelists are invited to share their experience regarding the use of diagnostic techniques (exploration, survey, projective and imagery techniques, case conceptualization) and schema therapeutic strategies that are proved to be successful in treatment of children, experiencing difficult life situations. Schema therapeutic strategies with children and adolescents include: working with drawings and pictures, mode-based play therapy, working with stories, finger and hand puppets, metaphors, chair work, imagery. During this panel discussion ST therapists will share their experience and ideas in a field of schema therapy with children and adolescents, experiencing various difficult life situations.

LEARNING FROM MISTAKES; HOW DO WE DEAL WITH COMPLAINTS CONCERNING UNETHICAL BEHAVIOR IN OUR PROFESSIONAL ASSOCIATIONS?

Kristina Taylor

Swedish Psychological Association (Stavsnäs, Sweden)

In a meeting in Paris in May 2018 members on the EFPA Board of Ethics hosted a symposium at Nanterre University where we described and discussed the different complaint procedures of our respective national Ethics committees, and the philosophical principles underpinning them. French colleagues attending the symposium expressed great interest in the discussion and we thought there would be even more learning to be made if we expanded the idea to the ECP. In this panel discussion we wish to explore the implications of the procedural differences for the European community of psychologists when it comes to how we understand and face a number of essential and difficult tasks of our profession, such as:

- possible unethical behavior in fellow psychologists

- our mutual professional ethics in general
- teaching professional ethics
- how we facilitate learning and ethical reflection throughout our professional lives

The aim of this panel discussion is to share procedures and experiences from different countries, individuals and professional associations. Through reflective dialogue - including the participants - we hope to inspire and explore the philosophical and practical reasons for procedural differences, and also the possibilities and a risk of the different "takes". The ultimate goal is to find new understandings and paths in quest for an ever deepening and continuous ethical reflection and new ways of learning from mistakes that colleagues and we make.

INTERNATIONAL PERSPECTIVES ON THE PSYCHOLOGY OF IMMIGRATION

Amanda Clinton

Sofia Ramalho

Anders Wahlberg

Simon Goodman

Ellen Garrison

Background Immigration is a critical issue for nations across the world, ranging from governmental shifts in places like the United States to the refugee crisis on the European continent. Currently, controversy surrounds policies and programs aimed to address immigration. These range from how to determine if an immigrant qualifies for legal status to the kinds of services that may be provided. Controversy The aim of this symposium is to explore the role of psychology in relation to immigration across four nations: Portugal, Sweden, the United Kingdom, and the United States. Experts on the psychology of immigration from each country will present organizational, public health, clinical and policy-oriented work. Specifically, efforts by psychological associations to educate policy makers about immigration, public health and refugee access to care, clinical implications related to lack of psychological intervention for immigrants and data related to policy development will all be addressed. Conclusions address future contributions of psychology designed to address immigration needs at several levels. Viewpoints Presented Portugal: The Portuguese Order of Psychologists will discuss advocacy for public policies informed by psychologists that address major societal challenges related to migration and refugee issues. Specifically, efforts to influence literacy of the general population as well as to enhance the mental health and refugees in Portugal. Sweden: Over 1/5 of Sweden's inhabitants are first or second-generation immigrants, a demographic that means mental health care for immigrants is

an important issue in the country. In particular, the Swedish Psychological Association dedicates significant work to addressing psychological service for immigrants and ways in which government policy limits services to this population. In particular, the SPA addresses ethical dilemmas that occur when government policy is incongruent with mental health needs and professional conduct codes of psychologists who serve critical populations. United Kingdom: The psychological impact of migration policies on refugees and asylum seekers is of critical import in the psychology community in the United Kingdom. Immigration and detention facilities in the UK are among the largest in Europe and the conditions exacerbate psychological damage endured by asylum in the process of fleeing their home country. The hostility that exists in detention systems is discussed in the context of ways in which psychologists should be advocating for increased supports and opportunities as part of the immigration process. United States: Recent policies by the Trump administration aimed at constructing walls – both actual or in the form of travel bans – to restrict immigration on the basis of race, religion, national origin, and social class run counter to the promise of the iconic Statue of Liberty. This American Psychological Association focuses on the leading role taken by the APA to advocate on behalf of the application of psychological science to key psychological issues at stake in the national debate over immigration, to offer mental health assistance to detainees – notably children and their families.

HELP ME GET PUBLISHED! WRITING FOR PEER REVIEWED JOURNALS

Gewirtz Abigail

Zhu Liqi

Obschonka Martin

Piehler Timothy

Abigail Gewirtz

This panel discussion aims to provide perspectives and tools for those at all stages of their career who would like to have their papers published in peer reviewed psychology journals. The panel includes the Editorial team (Editor-in-Chief and Associate Editors) of the International Journal of Psychology, the flagship journal of the International Union of Psychological Science, the membership organization of the world's psychological societies. All are well-published authors and each will present their perspective on the conceptualization, preparation, writing, and submission of peer-reviewed articles. In

addition to general issues regarding peer-reviewed publishing, the panel will cover specific issues such as: journal metrics, developing creative and accurate article titles, how to avoid unintentional self-plagiarism, and open science/data sharing. The panelists come from and/or are faculty in institutions in Europe, China, Australia, and the USA, and will also discuss publishing in journals with broad psychological foci vs. narrow disciplinary foci. The panel presentations will be followed by a discussion with the audience and between panelists.



XVI European Congress
of **Psychology**

2-5 JULY 2019 **MOSCOW, RUSSIA**

ORAL PRESENTATIONS

PSYCHOANALYTIC STUDIES OF FEMALE SEXUALITY

Edgar Alfonso Acuña Bermúdez

Acuña Bermúdez Edgar Alfonso

*Universidad de San Buenaventura de Cartagena
(Cartagena, Colombia)*

The present material is aimed at describing the intrapsychic experience from the dynamic and psychoanalytic foundations of the functioning of sexuality in women in their verbal and corporal expression, repression and personal and cultural self-improvement, with the presence of the different moments of the oedipal conflict and their respective departures; analyzing conflicts, castration, their primary and current relationships, drive, enjoyment, and family, so that in her emotional life woman must be not only an object of desire but also a subject who desires, her realization in favor of her emotional satisfaction.

The importance of women with the understanding of processes from the

unconscious psyche to consciousness through serious classical and contemporary psychoanalytic studies of female sexuality, studying the vitality of the link with the mother and father figure in the oedipal conflict with her components in the pre-genitality of the girl and her second sexual awakening in adolescence that extends and points the right way to her later sexual and couple life, viable in the processes of psychotherapy facilitating the experience and professional practice for several years in clinical psychology and psychoanalysis applicable with excellent results and that can be extended to different contexts, facilitating attendees an approach and a view from the social disciplines and mental health in the approach to interpret her development process.

LANGUAGE, CULTURE AND THEORY OF MIND OF MINORITY CHILDREN

Hristo Kyuchukov

University of Silesia (Poland, Katowice)

The paper is going to present research findings with Bulgarian Turkish and Romani speaking minority preschool children. The connection of Theory of Mind and language knowledge by minority bilingual children is investigated, but the research findings are controversial. The knowledge of two languages sometimes create problems in the understanding of the Theory of Mind Tasks. However very little attention is paid to the children's knowledge of the syntactic structures of their mother tongue and its role in the process of understanding of Theory of Mind. The ideas of J. de Villiers about the influence of language on Theory of Mind is investigated. Two groups of minority children from Bulgaria (Turkish speaking and Romani speaking) are involved in the study. The number of the children is 120 (60 Turkish speaking and 60 Romani

speaking) divided in 3 age groups: 1 gr (3;7 – 4;0 years old), 2 gr. (4;1 -4; 6 years old) and 3 gr. (4;7 - 5;0 years old). The children were tested with 2 verbal and 4 non-verbal False Believe Tasks. From language tests the children were tested with 8 wh- questions and 8 Evidentiality tasks. All the tests were done only in the mother tongue of the children. The results of the children are analyzed with ANOVA. The research findings show that there are statistical correlations between the wh-questions and verbal False Believe Tasks and between the Evidentiality Task and the non-verbal False Believe Tasks. The results show that the level of the knowledge of complex syntactic structures in the mother tongue help the children to understand the Theory of Mind earlier – between the age of 3;7 - 4;0 years old.

RUSSIAN PSYCHOLOGY FACING THE RISE OF GLOBAL SCIENCE

Irina Mironenko

Saint Petersburg State University (Saint-Petersburg, Russia)

In contemporary globalizing world, a global psychological science inevitably arises, which presupposes general renovation of the domain of psychology, new objects of research, as well as changes of the subject of research activity – the international scientific community. The concept of "global psychology" appeared in the international discourse and is being intensively developed since the 1990s. The discourse of global psychology is aimed at elaboration of a science that can adequately respond to the challenges of the global world, reflect psyche of contemporary human being, who is living in the reality, where different cultures merge, interact and coexist. In the international science the discourse is generally positive and marked with the spirit of emergence of new schools and growth of diversity, of the liberation from the outdated dogmas. Meanwhile, in the Russian scientific community ideas of isolationism and autarky are not completely overcome, based on the language problem and fear of the loss of specificity. It seems apropos to renounce isolationist tendencies, to develop cooperation and integrate into the new stage in the development of science. In the network of the

global science, Russian psychology can take a worthy place, possessing a serious theoretical and methodological heritage and knowledge of psychological characteristics of a multimillion people. At the same time, Russian psychology can and should preserve its unique character, its specificity, because it is by this uniqueness that it can be of interest and in demand for the international scientific community. The formation of global psychological science does not mean unification. It presupposes not only processes of integration of "local" traditions and schools, but also processes of differentiation, so that theoretical models of human nature that have been firmly rooted in the mainstream in the second half of the twentieth century are now being called in question as well as methodological foundations of these theories. Global psychology is formed as a multipolar network, including very different centers. It appears as a bifurcation reaction, a divergent development of new and reinterpreted old psychological theories in an attempt to explain the new empirical realities generated by the era of globalization.

NEW TRENDS IN THE PSYCHOLOGY OF LIFE SITUATIONS

Elena Korzhova

The Herzen Russian State Pedagogical University (Saint Petersburg, Russia)

Life problems involve a special layer of psychology bringing research to the ontological level. Psychology of life situations is currently very relevant and popular direction of psychology. Life situation in form is a fragment of environment as external objective circumstances of life in direct contact of a person. Life situation in content is a situation of personal life, i.e. the most significant for a person life circumstances. These differ from similar concepts of "social situation", "critical situation" or "crisis situation" et al. Such a direction was formed since the late 90-ies of XX century and allows to consider the psychology of a person as not isolated, but in conjunction with the life circumstances (Burlachuk L.F., Korjova E.Yu., 1998). During this time the concept of a person as a subject of life course has been worked out (Korjova E.Yu., 2015). The phenomena of internal picture of life and attitude to life, the choice of strategies of behavior and actions, the subject-object orientations and general personality orientation fall into the focus of view. The subjective aspect of a person interaction with life situation allows to understand the role of single life situations in a whole life course. The objective aspect of a

person interaction with life situation involves the analysis of behavior and its strategies. The life orientations characterize the direction of interaction with life situation and play a decisive role in the life course. There were selected the components of life orientations characterizing the degree of subjective involvement in life situations: life variability (desire for self-transformation), life locus of control (location of responsibility), focus of the exploration world (the vector of direction of the being), life mobility (the desire for new life situations). The typology of life orientations at the intersection of axes "life creativity" and "life responsibility" has been created. On its base the hierarchy of theoretical models of personality has been presented. The types of life course have been developed and their psychological characteristics have been highlighted. The methods for study a person interaction with the life situation phenomena have been developed and psychometrically justified. The study was supported by the Russian Foundation for Fundamental Studies № 17-29-02438 "Psychological, social and ecological resources of students' health in modern Russia".

DESIGNING AND TESTING A MODEL OF SOME ANTECEDENTS AND OUTCOMES OF WORKPLACE ENVY

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The purpose of this study was designing and testing a model of some antecedents and outcomes of workplace envy. The participants of the study were 304 employees of NISOC, in Ahvaz (215 males; 74 females) that were selected by stratified random sampling method. The instruments which used in this study were workplace envy, leader-member exchange (LMX), core self-evaluation (CSE) prosocial behavior, social undermining, and moral disengagement questionnaires. The fitness of the proposed model was examined through structural equation modeling (SEM), using SPSS-23 and AMOS-23

software packages. The indirect effects were tested using the bootstrap procedure in Preacher and Hayes (2008) SPSS Macro program. Findings indicated that the proposed model fit the data and all hypotheses have been confirmed. Effect of leader-member exchange (LMX) and core self-evaluation (CSE) on workplace envy and effect of workplace envy on prosocial behavior, social undermining, and moral disengagement were significant. Moral disengagement also mediated the relationship between workplace envy and social undermining.

INTERPERSONAL INSECURITY AND RISK-TAKING PROPENSITY ACROSS DOMAINS AND AROUND THE GLOBE

Jingyi Lu

Yi Zhang

Jiayi Liu

East China Normal University (Shanghai, China)

During social interactions, individuals frequently experience interpersonal insecurity, including feelings of not being loved, trusted, or cared for; these feelings cause numerous behavioral consequences. The present research explores the relationship between interpersonal insecurity and risk-taking propensity. Risk-sensitivity theory posits that risk taking is a product of need. Risk is defined by outcome variance such that a high-variance option is riskier than a low-variance option. Need refers to the disparity between a status quo and a goal. Seeking high-variance options provides a chance to obtain a better outcome, thus satisfying the need to obtain essential resources and contributing to a successful life. Given that interpersonal security with in-group members (vs. out-group members) is more fundamental, a lack of interpersonal security with in-group members (vs. out-group members) will evoke a higher need to obtain more resource. Therefore, we hypothesize that interpersonal insecurity, in general, will be positively associated with risk-taking propensity. Moreover, the positive relationship between interpersonal insecurity and risk-taking propensity will be stronger with in-group members than with out-group members. In Study 1, participants (N = 209) reported their interpersonal insecurity and indicated their

likelihood of engaging in risky behaviors across seven risk domains (natural/physical, moral, financial, reproduction, cooperation, safety, and gambling risks). The results show that risk-taking propensity generally increases with interpersonal insecurity. However, this relationship was negative in the cooperation domain and null in the financial domain. In Study 2 (N = 128,162), archival data from the World Values Survey from 77 countries reveal a positive correlation between risk-taking propensity and interpersonal insecurity with in-group members but a negative relationship between risk-taking propensity and interpersonal insecurity with out-group members. This research reveals a general tendency in which risk-taking propensity increases with interpersonal insecurity, based on both small- and large-sample surveys. However, this association has two boundary conditions: risk domain and group identity (in-group or out-group members). Interpersonal insecurity is not associated with risk-taking propensity in the financial domain and is negatively associated with risk-taking propensity in the cooperation domain. Furthermore, risk-taking propensity increases with interpersonal insecurity with in-group members but decreases with interpersonal insecurity with out-group members.

THE MEDIATING ROLE OF WORK ENGAGEMENT BETWEEN JOB CRAFTING AND JOB PERFORMANCE AMONG NATIONAL SECONDARY SCHOOL TEACHERS

Alia Azalea

Bhargkavi Pari

Universiti Tunku Abdul Rahman (Kampar, Malaysia)

Employees who are able to craft their working atmosphere are expected to be more engaged with the tasks in their job, which eventually will boost their job performance. Based on Job Demands-Resources theory, this study hypothesised that work engagement mediates the relationship between secondary school teacher's job crafting and job performance. A quantitative design using questionnaires consisted of Job Crafting Scale, Utrecht Work Engagement Scale, Task-Based Job Performance Scale and Organizational Citizenship Measure was utilized. Four hundred secondary school teachers from the northern region of Malaysia were recruited for this study. Using PROCESS, a technique by Hayes (2015), this study yields an indirect effect of .333. This implied that two teachers who differ by one unit in their reported job crafting were estimated to differ by .333 units in their reported job performance, as a result of those who craft their work feel more engaged with their work, which in turn translates into

greater job performance. The direct effect of job crafting, .346, means that the teacher who craft their job more but is equally engaged with their work is estimated to be .346 units higher in their reported job performance. The total effect of job crafting on job performance is .679, where two teachers who differ by one unit in job crafting are estimated to differ by .679 units in their reported job performance, thus, teachers with higher job crafting behavior report higher job performance. To conclude, there is a decrease in the effect of job crafting on job performance when involving work engagement, suggesting that mediation has occurred. Thus, this study supports its hypothesis. This study has contributed to the literature of job crafting in the Malaysian context. Its findings can be used by educational policymakers and school management to promote teacher's job crafting behavior as it uplifts teachers' work engagement and eventually their job performance.

THE RELATIONSHIPS BETWEEN RECOVERY EXPERIENCE, PAY SATISFACTION AND WORKERS' HAPPINESS

Tzyy Jiun Lung

Lung TzyyJiun

Hsuan Chuang University (Hsinchu, Taiwan)

From 2016, Taiwan government tried to reduce the working hours in Labor Standards Act from 44 hours to 40 hours for per week, to protect labor physical and mental health, but over time, more than more employers and employees hold opposite this opinion. In 2017, Ding emphasized working hours and payment should be equivalent, when the government reduced working hours in labor Standards Act, but any study did not show the relationships of working hours, payment and workers' happiness. For this reason, this study is to investigate the relationship between workers' recovery experience, pay satisfaction and workers' happiness. 172 workers participated in

this study. To test the hypotheses, descriptive statics, Pearson's correlation analysis t test, one way Anova and multiple regression analysis are used. Our results showed : (1) Pay satisfaction has a significant positive influence on workers' happiness; (2) the relationship between pay satisfaction and works' happiness is partially mediated by workers' recovery experience; (3) the activities after working 8 hours makes workers' recovery experience differently; (4) the different level of wages and educations make pay satisfaction differently. For conclusion, before modify the working hours of the Labor Standards Law, workers' pays satisfaction is first.

CARDIOVASCULAR REACTIONS TO EMOTIONAL STRESS IN DAILY LIFE: THE RESULTS OF THE PSYCHO-PHYSIOLOGICAL INVESTIGATION

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The aim of this work was to assess the differences in cardiovascular reactivity between men's and women's blood pressures and heart rates resulting from emotional influences on their blood circulation in daily life. In addition, the work tested various hypotheses such as whether a general drop in blood pressure and its cardiovascular parameter actually takes place. On the basis of continual, non-invasive blood pressure monitoring, the mean day and night blood pressure values and their cardiovascular parameters (heart rate, blood pressure amplitude, pressure frequency product, stroke volume, cardiac output) under normal conditions were compared with the help of standardized stress tests in 39 test subjects who had high blood pressures between 130/85 and 159/99 mmHg and who were not having antihypertensive therapy. Whilst the measurement was taken, both the location of the trial subject and emotional and situational factors were recorded in 30 minute intervals via an electronic diary with standardized questions. A negligibly significant lower heart rate

(1st day = 83,0 beats/min vs. 2nd day = 80,0 beats/min; $p = 0,05$), pressure frequency product (1st day = 10,0 mHg/min vs. 2nd day = 8,8 mHg/min; $p < .05$) and additional systolic blood pressure (1st day = 2,34 units/min vs. 2nd day = 1,81 units/min; $p < .05$) were in evidence among the trial subjects on the second day of the trial. Gender specific differences were able to be established in a drop in the mean day heart rate value (1st day men = 83,6 beats/min vs. 2nd day men = 77,7 beats/min; $p < .05$) and additional systolic blood pressure in men (1st day men = 2,3 beats/min vs. 2nd day men = 1,9 beats/min; $p < .05$). Men and women react differently to emotional stresses under everyday circumstances. The results of this psycho-physiological investigation support the hypothesis that an elevated blood pressure in both men and women in daily life is associated with irritation, fear and problems in dealing with stress, as well as an elevated cardiovascular reactivity.

PERCEIVED SOCIAL SUPPORT AND FUNCTIONAL DEPENDENCE IN THE ELDERLY WITH PAIN

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The idea that old age is synonymous with disease has historically prevailed in the minds of health professionals and the general population. Although Gerontology highlights the physiological aspect as one of the main characteristics of aging, it is also a stage in life where vulnerability to diseases and disabilities grows (Ortigosa, Riquelme and Martín, 2010), due to the physical, psychological and social decline brought about by the increasing age (Melguizo et al., 2014). The objective of the present investigation was to describe the level of functional dependence and perceived social support in the elderly with musculoskeletal pain in the city of Bucaramanga, Colombia. Methodologically, a cross-sectional descriptive investigation was carried out with non-probabilistic convenience sampling with a sample of 200 older adults. The Londoño perceived social support instrument, the Barthel test and the Mcguill questionnaire were applied. As a result, it was found that there is a higher prevalence of married women between the ages of 65 and 75 belonging to strata 3, with a level of

schooling without primary completion. The participants described their pain as sharp 58.5%, cruel 71.5% and annoying 61.0%. Besides, 72% did not know the medical diagnosis. Regarding the variable of social support, it was found that the majority has high levels of social support and 86.5% are totally independent. It is found in different investigations that, the greater the presence of pain, the higher the dependency level. Despite the fact that in the sample of this investigation there is presence of pain, there are no high levels of dependence. Perhaps the subjective perception that the older adult has about their condition influences the experience of pain and the feelings of utility and independence. Finally, it is important to point out the need to continue developing descriptive studies that make it possible to delve into psychosocial aspects of the elderly population and their involvement at the individual level, with the purpose of characterizing these variables and determine the relationship among them through subsequent correlation studies.

RESILIENCE AND ASSOCIATED VARIABLES IN INFORMAL CAREGIVERS OF PATIENTS WITH ALZHEIMER'S TYPE DEMENTIA

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Resilience, as a form of intervention in the informal caregiver, involves informative, behavioral and emotional aspects. Gómez (2010), defines it as a universal capacity that can be promoted throughout life cycles, and that is linked to human development and growth. For the present study, variables such as overload, coping strategies, perception of social support and depression were determined, to identify how they are associated with resilience. This work consists of a quantitative study of transversal type with descriptive-correlational scope. The convenience sample consisted of 101 informal caregivers of patients with Alzheimer's type dementia, from the city of Bucaramanga, Colombia. The instruments used were the Wagnild and Young Resilience Scale (1993), the Caregiver Load Scale (Zarit, 1980), the Coping Strategies Scale (Londoño, 2006), the Social Support Questionnaire (Sherbourne & Stewart, 1991) and State-Trait IDER Depression Inventory of Spielberg, Buela and Agudelo (2008). Furthermore, the guidelines of Law 1090 of 2006,

referring to research with humans and respect for the dignity and well-being of people who participate with full understanding of the research, were taken into account to carry out the research. The study found that that informal caregivers are resilient, have moderate and intense rates of overload, and an adequate perception of social support. As for coping strategies, it was found that religion is the most used. No depressive symptomatology was identified. Among the correlations of resilience with the study variables, a positive correlation was found with social support and with the problem solving coping strategy; and a negative correlation with depression. The analysis carried out highlights the fact that protective factors (such as social support, resilience and problem solving) and risk factors (such as depression) can be found in caregivers, serving as a basis for the design of intervention programs. Thus, it is recommended for subsequent studies to work on the design, implementation and evaluation of intervention programs for caregivers.

THE EFFECT OF CRANIOPLASTY ON NEUROPSYCHOLOGICAL OUTCOME: EXPERIENCE OF PSYCHOLOGICAL INTERVENTIONS AT THE STAGE OF CRANIOPLASTY

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Cranioplasty is considered as a primary treatment for correction of skull defects after traumatic brain injury (TBI), to eliminate the cosmetic disadvantage of appearance and to protect brain. In our study we assessed emotional symptoms and cognitive function at the stage of the cranioplasty after TBI. To evaluate the dynamics of anxiety, depression, and cognitive functions in patients after TBI, at the stage of cranioplasty. Patients were tested by the same psychologist before cranioplasty, on the 7-8th day after surgery. Trail Making Test, Verbal Fluency Test, Wechsler Adult Intelligence Scale (WAIS) (Working Memory Index: arithmetic, digit span), Montreal Cognitive Assessment (MoCA), neurocognitive tests according to Luria, 10 words test, visuospatial memory testing (complex images), HADS Depression Inventory, Spielberger-Hanin anxiety test. Patients were asked to self-evaluate their appearance in the period of life before acquiring the defect, as well

as before and after cranioplasty. All patients had sessions with a psychologist directed to lower the level of anxiety and depression after TBI during their stay in hospital (cognitive behavioral therapy and art-therapy). Results: We examined 40 patients (avg. 34,7 y.o.) undergoing cranioplasty. A statistically significant increase in MoCA scores was observed by the 8th day after surgery ($p= 6.553e-07$). Depression and anxiety (personal and situational) were significantly reduced by the 8th day ($p= 2.114e-12$); $p= 7.339e-14$ and $p= 3.194e-13$). We revealed a significant early improvement of cognitive functions at 92,5% of patients undergoing cranioplasty. Depression is the most common complication after TBI. Severe depression after TBI is worsening the quality of life and the results of further rehabilitation. Psychological interventions help to reduce anxiety and depression at the stage of the surgery.

BOYS' INVESTMENT IN MASCULINE GENDER NORMS AND THEIR USE OF BODY CHANGE STRATEGIES

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By the age of 8 years, boys experience body dissatisfaction and use strategies to become thinner and more muscular. The factors contributing to these outcomes are not well understood. This study examines boys' investment in masculine gender norms and how this relates to their body esteem and their use of body change strategies. Participants were 321 boys aged 7 to 11 years in Melbourne, Australia. They completed an anonymous questionnaire in a classroom setting that evaluated investment in masculine body change strategies, body esteem and sociocultural influences on body change strategies. The results indicated that boys are

invested in masculine physical ideals of strength and athleticism. Investment in these masculine ideals predicted boys' use of body change strategies. In addition, investment in masculine gender norms moderated the relationship between pressures from peers and boys' use of body change strategies. The findings highlight the importance of gender norms in shaping boys' body change strategies at a young age. They also identify several avenues for further research, including the ways in which boys may feel pressure to display gender congruent characteristics and how this is related to their development.

ANXIETY, DEPRESSION AND RISKS OF THE EATING DISORDER IN ECUADORIAN ADOLESCENT WOMEN

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The present investigation counted on a non-experimental transverse design with a type of descriptive correlational study. Its objective was to determine the relationship between anxiety and depression factors and the risks of anorexia nervosa and bulimia nervosa; also know if age is related to the risk of suffering from anorexia nervosa and bulimia nervosa. The population was made up of an equiprobabilistic sample of $n = 190$ women from 11 to 18 years of age ($M = 14.11$, $SD = 1.73$) of the "Particular Educativo

Católica de Cuenca" of Ecuador selected by a mono-phase conglomerate sampling design stratified using the Epidat 4.2 software. The instruments used were: the Food Attitude Test (EAT-40) and the Goldberg Anxiety and Depression Test. The data were analyzed in the statistical package SPSS 24.0. The results show that there is a statistically significant association between the risks of anorexia and bulimia nervosa with the factors of anxiety and depression, as well as age.

AN EXISTENTIAL CRITERION OF NORMAL AND ABNORMAL PERSONALITY

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I propose a new so-called existential criterion of normal and abnormal personality that is implicitly present in the works of Erich Fromm. According to this criterion, normal and abnormal personalities are determined, first, by special features of the content of their position regarding existential dichotomies, and, second, by particular aspects of the formation of this position. Such dichotomies, entitatively existent in all human life, are inherent, two-alternative contradictions. The position of a normal personality in its content orients one toward a contradictory predetermination of life in the form of existential dichotomies and the necessity of searching for compromise in resolving these dichotomies. This position is created on a rational basis with the person's active participation. The position of an abnormal personality in its content subjectively denies a contradictory predetermination of life in the form of existential dichotomies and orients one toward a consistent, noncompetitive, and, as a consequence, one-sided way of life that doesn't include self-determination. This position is imposed by other people on an irrational basis. Abnormal personality interpreted like this is one of the most important factors influencing the

development of various kinds of psychological problems and mental disorders—primarily, neurosis. I have shown that this criterion is implicitly present in the personality theories of S.Freud, A.Adler, C.Jung, C.Rogers and V.Frankl, although in a more specific way, towards more special existential dichotomies of nature–culture, superiority–community, the opposites, self-actualization–conditional value, determinism–self-determination. The fact that existential criterion is present in six theories of personality, developed within totally different approaches, is an evidence of high degree of its theoretical justification. If we also take into account that all these theories were created based on analysis of clinical cases from psychotherapeutic practice of their authors, this criterion can be considered as having a relatively high degree of empirical justification. Revealed in these theories of personality general provisions indicates the possibility of their integration. I have shown in a number of empirical studies that the existential criterion can be successfully used to diagnose normal and abnormal personality and to identify the causes of many psychological problems in humans.

STUDIES ON STUDENTS WITH LEARNING DISABILITIES IN CHINA: TRENDS AND CHALLENGES

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As a concept originated in western countries, learning disability (LD) has been translated into different terms in Chinese research context. However, the definition remains the same. Students with LDs are an important group of population in the field of school psychology and special education. Current research is mainly focused on cognitive and social aspects in students with LDs. Other research issues include definition and classification, etiology, evaluation and diagnosis, and intervention and remediation.

Results indicated that studies on students with writing disability are limited, comparing with reading disability and math disability. In China, students with LDs are not included in special education category. Future research should address such topics as operational definition, evaluation and diagnosis, appropriate educational placement, and effective intervention. How to improve inclusive practice for students with LDs is a big challenge in China.

PSYCHOLOGICAL ASPECTS OF FAMILY PLANNING AND REPRODUCTIVE HEALTH IN THE REPUBLIC OF BELARUS

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The problem of infertility is very relevant in the republic of Belarus. The number of infertile couples reaches 16%. Causes of non-occurrence of pregnancy as a presence of medical problems and environmental influences (Chernobyl disaster, 1986). Also there is a great importance of psychological components in the way of overcoming infertility. Nowadays there are 5 private centers and 2 state centers specializing in IVF and ART in Belarus. Each regional city has one perinatal center where patients with infertility are assisted. Psychologists work both in the women's polyclinics and in the state perinatal centers. The problem of psychological assistance in private centers is still open. Patients of family planning centers and especially of IVF centers need psychological correction of their state of mind. There are about 3000 cycles of IVF per year in Belarus and only about 30-40% of them will be successful and will lead to pregnancy. Only about 25% of couples will wait for the birth of the baby. The remaining ones are supposed to re-enter the IVF in the next few years. It is obvious that emotional state, fears,

anxiety of 75% of couples remain unprocessed, which lead to a decrease in the effectiveness of new ART programs. Thus, it is necessary to pay great attention to psycho-prophylaxis and psycho-correction of the psychological health of infertile couples. There is an active position of the government towards psychological work on family planning and reproductive health. At the same time, the algorithm for psychological assistance to a couple who gets ART treatment is not developed enough in our country. Therefore, in the subject of psychological health of such categories of citizens, it is expedient to use the active position and experience of colleagues from the CIS countries, especially from Russia. Long-term developments and methods of work of colleagues in this industry can become popular with our specialists working with infertile couples in the republic of Belarus. Paying a wide-ranging (both medical and psychological) professional attention to couples with infertility, we have a chance for a more favorable outcome of ART treatment.

CONSTRUCTION AND VALIDATION OF SUPEREGO QUESTIONNAIRE

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The purpose of this study is to validate and standardize a superego questionnaire based on theories in analytical psychology. The study population consisted of the students of Ferdowsi University of Mashhad. The sample numbers that were available for selection were 344 people. To validate the questionnaire the formal-content (expert opinions) and structure (exploratory-confirmatory factor analysis) validity and to be reliable the Cronbach's alpha method were used.

In the results of factor analysis, two factors (feeling of guilt/self-blame and conscientiousness) were identified. Considering the Cronbach's alpha coefficient, the reliability questionnaire can be considered as satisfactory. The findings of this study show that based on different ideas about superego and conscience, a questionnaire on superego can be validated and standardize which can measure and separate both superego and conscience.

THE LOGIC OF THE PARENT'S THEORY OF MIND AS A METACOGNITIVE PHENOMEN

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Theory of mind and metacognitive process share the common idea of subject (Sergienko, 2017). As Smirnov (2017) showed, each situation can be represented in two logical systems: the logic of process and the logic of substance. The aim of our research was to assess the impact of the logic of theories of mind used by parents on their mental state and probable behavior. Sample: 90 women (median age 29) having children of different age (median age of the youngest child – 2 years). The state of mind was measured using the Prohorov's method. Resilience was measured by adapted method given by Maddy. The subjects were presented with three narratives describing parent-physician interactions concerning the health of a child. Two narratives were involving vaccinations, one – a sickness. Whether the logic of a theory of mind was process-type or substance-type was evaluated on the parents' interpretation of the situation. Each

of the two types of logic was used by equal numbers of tested subjects. Resilience and mental state were independent on the logic. The logic of process was related to refusal of vaccination and to noncompliance. Independence of resilience and mental state on the logic of theory of mind conforms with the main proposition of logic-and-meaning theory (Smirnov, 2017), stating that any reality can be understood with equal adequacy using process or substance logic. The relationship of process logic of theories of mind with noncompliance is a new fact which requires further investigation. The influence of the logic of theories of mind on understanding of situations allows us to treat the logic of theories of mind as a metacognitive phenomenon.

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READINESS OF STUDENTS TO FORM A PROFESSIONAL FUTURE

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The readiness of students to form professional future can be defined as the integration of the image of their professional future and orientation to purposeful and meaningful learning and self-change under the influence of this image. The purpose of this study is to establish the factors and personal qualities associated with the level of readiness of students of pedagogue-psychologists to form their professional future. 89 students of pedagogue-psychologists participated. They were offered descriptions of situations that contained in stories ("In your professional future, occurs the case..."), which must be completed. Students also wrote an essay "The future of my profession and my professional future". Achievement, gender, level of conceptual thinking, interest in the profession were recorded. Qualitative analysis of texts based on the criteria developed by the researchers (J.Nuttin, F.Polak, R.Seginer, A.Suleyman, a.o.). Topics were: "It's me", "Values", "Practical actions". Units of meaning were: depth of presentation (duration, generality, brightness a.o.); manner of description (use of scientific

concepts, logical ordering, a.o.); willingness to cooperation. Correlation and factor analysis were carried out. Findings Only 6.7% of respondents had a high level of readiness to form a professional future. The average – 28.1, low – 65.2%. The strongest links with the personal qualities are established with the degree of general interest in the profession ($r_{xy} = 0.52$) and academic achievement ($r_{xy} = 0.47$). A factor analysis of the results showed that most of the connections are due to factors that we called "Will to the future", "Clarity of the future image", "Willingness to cooperate." The most important conclusion of the study is the need to orient education towards a professional future. It is necessary to include to the interaction of the participants in the educational process the re-creation and comparison of models of the past, present and future of profession. In the content of education, it is necessary to introduce images of the personal future through actualization of oneself as a personage of professional activity, experiencing different situations and making decisions jointly with colleagues.

ASSOCIATIONS OF SEARCH FOR AND PRESENCE OF MEANING IN LIFE WITH WELL-BEING-RELATED ORIENTATIONS

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Search for meaning in life (SML) has long been considered as a basic human motivation. However, although the related literature has consistently pointed to a positive link between the presence of meaning in life (PML) and well-being (WB), the nature of the link between SML and WB appears to be inconsistent, but mostly negative. Our aim was to explore the association of meaning variables with hedonic and eudaimonic WB, by considering (a) SML and PML not only separately, but also conjunctionally, via profiles representing combinations of their presence or absence; and (b) controlling the roles of self-construal- and other WB-related variables. We expected that although SML, by itself, would be negatively associated with WB, "search in the presence of meaning" would be associated with a higher level of well-being than even "presence of meaning in the absence of search". 904 Turkish adults responded to scales/questionnaires of Meaning in Life, Multidimensional Psychological Well-Being, Satisfaction with Life, Balanced Integration-Differentiation, Self-Compassion, Authenticity, Cognitive and Affective Mindfulness, Positive Future Expectation, Gratitude, and reported their perceived similarities to four profiles representing combinations of search and

presence of meaning. Data were analyzed by correlations and stepwise regression analyses. Controlling for demographic (sex, age, education, SES, religiosity), self-construal (relatedness, individuation), and WB-related (positive future expectations, gratitude, cognitive-affective mindfulness, authenticity, self-compassion) variables, (a) SML and PML, respectively, appeared as negative and positive predictors of WB; (b) regardless of search, profiles representing absence of meaning were negatively associated with WB; (c) the profile, representing presence of meaning in the absence of search, was associated only with hedonic WB whereas the profile, representing search in the presence of meaning, was positively associated with both hedonic and eudaimonic WB (and a balanced self-construal). Results have shed light on the controversy in the literature by suggesting that although search in the absence of meaning represents a negative state of being, continuing the search in the presence of meaning represents an optimal state of WB, in terms of all the indicators considered. Findings are also discussed in relation to self-construal- and WB-related psychological mechanisms involved in different meaning profiles.

??T CASE STUDY OF WIFE AND PARTNER BATTERING IN THE PHILIPPINES

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In the country, the most prevalent form of violence against women is physical abuse/maltreatment or wife/partner battering based on both records of the Philippine National Police, and the Women in Especially Difficult Circumstances. This study looked into the psychological effects of abuse and battering on wives-partners. This paper will also give a description on how battered wives acquire a learned helplessness behavior due to uncontrollable events or situations. The methods used were structured interview method and case method, and interview with a psychiatrist in the hospital where the three cases had consultations. Wife battering refers to violent acts such as psychological, sexual or physical assault—by an assailant against his partner with the intent of

controlling by inducing fear and pain. It is a common incident being violated under RA 9262 in the Philippines. Three cases were studied. One was stabbed 12 times by her live in 'matador' partner who works in a slaughter house. The second case was about a partner who was forced to do sexual favors for her husband that were animalistic and perverted. On the third case, while married, she noticed that the man was also sexually pervert. He also raped their daughter. All three cases also manifested depression in various forms with varying symptoms. A was diagnosed with post-traumatic stress disorder (evaluation made by the psychiatrist). Case A manifested symptoms of depression, panic of being attacked again by assailant who is at large.

EFFECT OF WORK AND ORGANIZATIONAL CULTURE ON HEALTH OF WOMEN LABORERS IN AN INTERNATIONAL LABOUR MARKET

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The women workers such as those in manufacturing industries in the Philippines are connected to the international labour market as they produce for the global market. This study examined the association between effect of work and organizational culture on occupational health of women workers in certain manufacturing work in the Philippines. This was a cross sectional study involving 23 establishments and 630 women labourers using survey questionnaire, ten sessions of focus group discussions, and workplace environment monitoring. Results of focus group discussions showed adverse work conditions, hazard exposures among women workers, fast pace of work, close supervision, and prevalent occupational illnesses. These result from both work intensification and work extensification. Likewise, the focus group discussions showed management style that do not comply with the national work standards; and there was work intensification such as more

workload for each worker, as well as work extensification such as less deadtime or work rest and more overtime. Workplace environment monitoring revealed exposure to hazards such as noise, chemicals, poor ventilation, and poor illumination. The most prevalent health symptoms were headache, and coughs and colds, due to work overload, and shiftwork. Burnout was a psychological response among those that experienced work overload and lesser work-rest period. This study resulted in three major analytic observations on the engagement of women workers in the new global labour market and these are- new work culture, impact on occupational health, and work issues of women. The results indicate that the new organizational culture characterized by work intensification and work extensification can affect the state of well-being health of the women laborers.

PREDICTORS OF EMOTIONAL & BEHAVIOURAL PROBLEMS (EBP) AMONG INSTITUTIONALISED ADOLESCENTS

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Emotional & behavioral Problems (EBP) are increasing all over the world at a rapid rate (Polaha, 2011). Juvenile crime is one of the major components of EBP. Earlier, adolescents were limited to an infraction and were not often engaged in violation of law but nowadays they are committing a heinous crime. The current study was interested in examining the predictors of Emotional & Behavioral Problems (EBP) in a sample of 100 institutionalized adolescents (12-18yrs). Self-reported versions of Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987); Emotional Regulation Questionnaire (Gross & John, 2003); Coping

Strategies Scale (Srivastava, 2001); Strength & Difficulties Questionnaire (Goodman, 1997) were used as data collection tool. Discriminant analysis was applied in order to find the predictors contributing to high and low Emotional & Behavioral Problems (EBP) among adolescents. Problem focused coping strategies, father & peer attachment, cognitive reappraisal found to be the strongest predictor in contributing low EBP. Emotion focused coping strategies and maternal, peer attachment emerged as the strongest predictor in contributing high EBP among institutionalized adolescents.

BINGE EATING ADDICTION AMONG WOMEN WHO SUFFER FROM PSYCHOLOGICAL ABUSE IN THEIR RELATIONSHIP: THE MODERATING ROLE OF DEFENSE MECHANISMS

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The participants will be able to recognize the predictors of Binge Eating addiction among women who suffer from psychological abuse in their relationships and will recognize the role of woman's defense mechanisms in moderating the association between psychological abuse and Binge Eating addiction. A convenience sample of 380 Israeli women in relationships were located via the Internet, and after consenting to participate in the study, they completed a series of structured questionnaires (The Yale Food Addiction Scale; The Defense Style Questionnaire; Psychological maltreatment of women by their male partners; Level of Differentiation of Self; sociodemographic questionnaire). The higher the level of differentiation and mature defense mechanisms, the less addictive a woman is. However, the level of addiction among women who experience psychological abuse with in their intimate relations, is higher than women who do not experience psychological abuse in their relationship. Among women who experienced psychological abuse in their relations, the defense mechanisms moderate the association between psychological abuse within intimate

relations and the extent of the addiction to binge eating. The study contributes to the therapy of women with Binge Eating addictions, as it raises awareness of therapeutic-related content that could strengthen women and help them to cope with situations in their lives without the need to Binge. One of the significant variables for therapeutic work is the level of differentiation of the self. In addition, Identifying the types of defense mechanisms might help to match treatment to the woman's emotional needs. The current study found also that it is important to identify the environmental systems by which the addict is surrounded, such as whether woman is in an abusive relationship. Finally the study leads to the recognition that Binge Eating, which is usually treated with an emphasis on nutritional behavior change, is an addiction, and as such, it requires a combination of mental, nutritional and behavioral therapy. In view of this approach it is recommended that treating a woman who is addicted to Binge Eating should involve a multi-disciplinary team comprised of physicians, clinical dietitians and clinical psychotherapists.

FACTORS INFLUENCE POSTGRADUATES' CREATIVITY – FROM THE PERSPECTIVE OF COMBINATION OF TEACHING AND RESEARCH

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Creativity is the ability of individuals to produce novel and unique ideas and products. It is not only the advanced expression of human intelligence, but also plays an important role in the field of scientific creation, social progress and technological innovation. In China, lots of graduate students are working hard to create fresh troops of scientific enterprise. They shoulder the mission of scientific and technological innovation. This paper expounded the relationship between teaching and research from three aspects. First, they are integrated; second, they are mutually reinforcing; third they are independent of each other. Next, analyzed the feasibility and necessity of promoting the creative performance of postgraduates through

the combination of teaching and research. Through the combing and summarization of previous Chinese and foreign studies, this study obtained the path of improving divergent creativity and convergent creativity by combining teaching and research and pointed out that the combination of teaching and research can also enhance their creative performance by creating a good research atmosphere and improving the problem solving ability of postgraduates. Through this measure, it is conducive to improving the comprehensive quality of postgraduates, promoting collaborative innovation of teaching and research, and cultivating high-quality graduate students with innovative spirit.

THE EFFECT OF FACE ATTRACTIVENESS ON JUDGMENT OF LEARNING

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Faces are a kind of social stimuli with rich information. Facial attractiveness is a long-term concern in social psychology as an important dimension in evaluating faces. In the past, the research focused on the factors influencing the attractiveness of the face, and how the face attractiveness influence preference judgment and interpersonal behavior. However, few studies have explored the influence of face attractiveness on advanced metacognitive monitoring. Judgment of learning (JOL) is an important form of metamemory monitoring judgment, which is a predictability judgment of the recollect in the later recall test done by the individuals after learning. This study aims to explore whether face attractiveness (human and animal faces) influence individuals' monitoring and judgment of their own memory through eight experiments. The experimental materials in Experiments 1-4 were 40 human faces (20 high and low attractive faces, half male and female) and 40 neutral Chinese words. The experimental materials of Experiments 5-8 were 40 animal

faces (20 high and low attractive faces, half each for cats and tigers) and 40 neutral Chinese words. All experiments used the classical paradigm (learning-judgment-recall) under the starting conditions, that is, a human or animal face was presented as a starting stimulus, and participants were asked to judge face ugly (EXp1 and EXp5), gender (EXp2) or animal type (EXp6), preference (EXp3 and EXp7) and threshold hole (EXp4 and EXp8) without judgment; then present neutral words, ask the participant to study for 4s and judge the probability that he still remembers the word after 15 minutes (0-100 score judgment). After learning all the learning – judgment is over, the participants are asked to recall the neutral words. It turns out that face attractiveness has an influence on JOLs of neutral target words, JOLs of low attractive faces are significantly higher than high attractive faces condition. The above experimental results showed that the attractiveness of the face influenced the individual's metacognitive judgment.

RESILIENCE OF GERMAN EMERGENCY RESPONDERS: RESULTS OF A QUANTITATIVE SURVEY

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Emergency responders have to face various stressful situations according to their daily work (Beerlage, 2017). Based on theoretical concepts of psychological stress theories, resources and different coping strategies can be helpful to cope with these events (e.g. Lazarus & Folkman, 1984). Former research e.g. shows an important role of self-efficacy for emergency workers, as it is significant negative related to burnout and compassion fatigue (Cicognani et al., 2009) and depressions (Regehr, Hill & Clancy, 2000). Thus, individual resources could be of particular importance. This contribution focuses on the question, how emergency responders in Germany cope with stressors like emotional proximity in duty or aggressive behavior against them and how their resilience can be improved. Results from a quantitative survey of more than 700 emergency responders, conducted in 2018 will be presented. We identified relevant resources and successful coping strategies, promoting resilience. The results show that

emergency responders in Germany are exposed to different stressors, that occur on deployment-related and organizational levels. A lack of information and bureaucratic hurdles are e.g. perceived as very stressful. A regression model has been analyzed to identify relevant predictors of resilience. Though, emergency responders possess individual, social and organizational resources and coping strategies that enhance their resilience: Problem-focused coping e.g. is found to increase resilience whereas emotion-oriented coping however seems to be negatively related to resilience. Individual resources, especially self-efficacy and ambiguity tolerance hold special esteem in explaining resilience, as assumed. Suggestions for the improvement of the emergency responder's resilience through strengthening individual resources will be given and it will be discussed how this can make a contribution to strive for civil protection. Results will be incorporated in prospective trainings for emergency responders.

MINDFULNESS AND COGNITIVE BEHAVIOUR THERAPY FOR ANXIETY WITH DEPRESSION: A CLINICAL CASE STUDY OF IDENTICAL FEMALE TWINS

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The present paper is a case study of 19 years old identical female twins diagnosed with anxiety and depression. CBT is a well established psychological treatment, due to the rise of third wave of CBT, Mindfulness is emerging as a useful approach and there are a rising number of studies indicating the effectiveness of CBT and Mindfulness based therapies in the present disorder. But a lacuna was observed in the case of twins. So the present study describes the Mindfulness and CBT treatment approach adopted to treat the twin sisters. Several self report measures were administered at pre and post-treatment levels during the process of treatment and also at follow-up after 6 months including: Beck Depression Inventory, Beck Anxiety Inventory, Penn State Worry Questionnaire, The Intolerance of Uncertainty

Scale and Inventory for Cognitive Distortions. In all 15 sessions of mindfulness along with CBT were conducted. Results indicated significant improvements in the condition of twin sisters indicated by reduction in the anxiety and depression levels, worry state, cognitive distortions and Intolerance of Uncertainty, also both the treatment approaches were beneficial when treating twins in terms of, difficulties encountered which were specific to them due to their upbringing, parenting and influence they had on each other. When Mindfulness and CBT are employed to treat anxiety with depression this combination proved to bring significant improvements not only in the condition of anxiety and depression but also specifically to identical twins as the sample under study.

DANGEROUS DRIVING BEHAVIOR ASSOCIATIONS WITH MORNINGNESS-EVENINGNESS PREFERENCE

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Individual differences in morningness-eveningness preference may influence susceptibility and response to sleepiness. These differences could influence driving performance, which has not been comprehensively studied. So, we designed 3 experiments to study this issue. In Exp.1, we investigated how the interaction between morningness-eveningness preference and personality may be related to dangerous driving behaviors in a Chinese Sample. 295 drivers from China completed the reduced Morningness-Eveningness Questionnaire, the Dula Dangerous Driving Index, personality scales for agreeableness, conscientiousness and neuroticism, Demographic information and self-reported traffic violations (accidents, penalty points and fines). The results showed that self-reported dangerous driving behaviors and traffic accidents were all significantly correlated with more eveningness. Furthermore, a moderation effect was found: eveningness was more strongly associated with risky driving and

negative emotional driving in those who scored high for trait agreeableness. Exp.2 explored the difference between Morning-type and evening type drivers in cognitive ability. 40 drivers participated in this study, half in each group. They completed a visual search task and a spatial working memory task. The results showed that there was a main effect of chronotype on the accuracy and reaction time of visual search, and the accuracy of spatial working memory. More specifically, the evening type persons demonstrated better visual search and spatial working memory ability than morning type persons. In Exp.3, we measured the performance of simulated driving behavior between Morning-type and evening type drivers. We found evening type drivers conducted more speeding and higher speed in the afternoon session than in the morning session. These results could provide some scientific basis for professional drivers' selection and arrangement of their duty schedule.

DOES HIGHER SOCIAL CLASS PREDICT INCREASED UNETHICAL BEHAVIOR? WHEN “A FEW” PEOPLE CONSIDER SUCH UNETHICAL BEHAVIOR IMMORAL

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Chunzhen Wang

Wang Chunzhen

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Does higher social class predict increased unethical behavior? Past researchers have found that social class positively predicts unethical behavior. However, anecdotal evidence suggests that lower class individuals seem likely to act unethically. We address these inconsistencies by proposing that the relationship between social class and unethical behavior hinges on the social consensus of the unethical behavior. We further explore the mediation role of ego depletion as the psychological mechanism underlying such effect. Methods – We conducted five studies to test our predictions. Study 1 examined whether social class positively predicts unethical behavior of low social consensus but negatively predicts unethical behavior of high social consensus. Study 2 tested the mediation role of ego depletion in the effects of social class on unethical behavior. Studies 3 and 4 unpacked the causal chain by manipulating social class and investigating its effects on people’s ego depletion (Study 3), and manipulating ego depletion and observing its effects on unethical behavior (Study 4). Thus, we tested the mediation role of ego depletion by two approaches: the measurement approach (Study 2) and the experimental-causal-

chain approach (Studies 3 and 4). Study 5 tested our full theoretical model using an adult sample in a field study to enhance the generalization of our results. Hierarchical regression, ANOVA, and bootstrapping are used to test our hypotheses. Results demonstrate that the effects of social class on unethical behavior were moderated by social consensus. The positive relationship between social class and unethical behavior was observed when that behavior was low social consensus. However, when unethical behavior was mostly considered as immoral, social class negatively predicted unethical behaviors. Furthermore, ego depletion drove the effects of social class on unethical behavior. Upper class individuals were less likely than lower class individuals to commit unethical acts of high social consensus as a result of increased ego depletion. Integrating theories on social consensus and dual-process decision-making, the current research extends social consensus research, makes an important clarification on the relationship between social class and unethical behavior, and sheds light on the specific psychological mechanism through which social class relates to unethical behavior.

HOW DECISIVENESS, SELF-EFFICACY AND INDEPENDENT/INTERDEPENDENT SELF-CONSTRUALS ARE RELATED WITH FUTURE HOPEFULNESS AMONG SENIOR STUDENTS

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Hope is a future oriented reasoning that influences psychological assets of individuals. Hopeful standing towards future can positively influence individual well-being. Different standings in terms of hopefulness may create variations on psychological assets of persons. Many psychological scientists have studied on hope and developed different models which explained the nature of hoping process, origins of hope and the structure of hope. According to the Theory of Hope which have been conceptualized by Snyder and his colleagues, hope is a cognitive process, specifically "a cognitive set that is based on a reciprocally derived sense of successful agency (goal-directed determination) and pathways (planning to meet goals)" (Snyder et al., 1991). In the current study, we examined the associations of decisiveness, self-efficacy and self-construals with hopefulness. A total of 278 senior university students were recruited for the study from Eastern Mediterranean University in Famagusta, North Cyprus. Participants filled four questionnaires; Independent and Interdependent Self-Construals Scale, Multi Domain Decisiveness Scale, Dispositional Hope Scale and General Self-Efficacy Scale. Collected data has been analyzed by hierarchical multiple regression analysis.

Preliminary analyses were conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity and homoscedasticity. Examination of the data indicated significance and assumption were met for VIF and Tolerance. Highest VIF for all variables was 1.370 for decisiveness. Lowest tolerance to hopefulness was .646 for self-efficacy. In the first step of regression analysis, age was entered as control variable. Model was insignificant ($F(1,241) = 1.239, p=.267$). Individual related variables; self-efficacy and decisiveness were entered in the second step while controlling age ($F(5,241) = 77.683, p<.001$). Second model explained 62.2% of the variation in hopefulness with decisiveness ($\beta=.100, p=.031$) and self-efficacy ($\beta=.581, p<.001$). Self-construals as culture related variables were introduced in the last step ($F(7,241)=58.610, p<.001$). Third model explained 63.7% of the variation in hopefulness with independent self-construal ($\beta=.122, p=.005$), self-efficacy ($\beta=.544, p<.001$), and decisiveness ($\beta=.106, p=.022$) Based on these findings, encouraging independence, self-efficacy and decisiveness seems to be important factors to develop hopefulness among emerging adults.

THE MULTIDIMENSIONALITY OF CONSCIOUSNESS AS A PROBLEM OF MODERN PSYCHOLOGY: THE TYPOLOGY OF APPROACHES AND THE CONSTRUCTION OF A SYSTEM OF CATEGORICAL SPACES

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The relevance of the project is associated with a significantly increasing "gap" between the neurocognitive and sociocultural foundations of consciousness research, the potential possibilities for excessive pragmatization of scientific knowledge and their dehumanization (artificial intelligence, transhumanism, manipulation for "the good", etc.). Substantially complicating the solution of the problem is the inclusion of the consciousness itself in the used spectrum of research organization methods (including neurocognitive methods), qualitative analysis and interpretation. The reflection of the problem of consciousness in the language and the implicit regulation of the processes of cognition, through traditionally designed language discourses, can be manifested by comparing the conceptual (categorical) spaces of consciousness research in multilingual scientific cultures. Contemporary experimental studies of consciousness mainly affect the lower layers of consciousness. The higher mental functions that constitute the most important regulative part of consciousness remain unexamined. The construction of a universal

paradigm of consciousness involves a new theoretical and practical understanding of the phenomenon of consciousness. The typologization of the problems of consciousness and the corresponding construction of categorical spaces will allow us to contaminate the natural-science and sociohumanitarian lines of consciousness research, to compare the temporal specificity of the English-speaking (from the 60's to 1996 and further annually to 2021) and Russian-language terminology in the field of scientific research of consciousness, and to create the basis of modern informatization of the problem. The typological approach to the analysis of the problem of consciousness, including the logical relevance of the content and methods of research, will make it possible to systematize the existing variety of problematizations of consciousness in such topical dimensions as: unitarity-interdisciplinarity, scientism-sociohumanitarianism, pragmatism (technologicalism) – value dominant, etc. That determines the new applications in the areas of social, group and individual consciousness.

ETHICAL AND MORAL LEVELS OF THE PRACTICAL PSYCHOLOGIST'S PERSONALITY FUNCTIONING IN PROFESSIONAL ACTIVITY

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The various innovative processes in Russian society and in sphere of education make particularly relevant the ethical and moral aspects of practical psychologist's professional activity. Such psychologist's professional activities as education, psychological assessment, psychological prevention may be effectively carried out at the role level of good knowledge and compliance with the code of ethics requirements. Counseling in the solution of client's emotional and personal problems requires a deeper personal involvement in professional interaction and a higher level of moral functioning. Good knowledge of moral norms is not an indicator of personal high morality. It is the disadvantage of ethical regulation. External control is required to guarantee the safety of professional interaction subjects [Kolberg L., 1984]. There are two different approaches to the grounds of personality moral functioning explanation in psychology: the model of personal qualities defining moral behavior [Narvaes, D., Lapsley D. K., 2009] and the moral functioning integral model [Blasi A., 1983, 1995, 2004; Veselova E.K.,

2002, 2003]. The existential and ontological concept of personality integral moral functioning [Veselova E.K., 2003] links maturity of individual moral consciousness, acceptance of ethical system norms and ideals awareness and state of conscience. Conscience is considered not only as a mechanism of moral behavior regulation, but also as a deep structure of personality allowing to learn own identity. Authenticity is a necessary condition for the consultant and psychotherapist effectiveness in interaction with the client, the manifestation of personality integral moral functioning based on the basic existential and ontological beliefs and autonomous conscience [Veselova E.K., 2009]. A number of author's psychodiagnostic techniques, useful in the process of practical psychologists training, have been created on the basis of existential and ontological concept to assess the personality moral functioning level in various life situations. The study was supported by the Russian Foundation for Fundamental Studies № 17-29-02438 "Psychological, social and ecological resources of students' health in modern Russia"

RECIPROCITY BETWEEN PERSONAL RESOURCES, GOAL COMMITMENT AND GOAL ATTAINMENT – A CROSS CULTURAL PERSPECTIVE

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The current study is a cross-cultural test of conservation of resources theory. Specifically, it hypothesized that personal resources, including self-efficacy, optimism and subjective well-being have reciprocal relationships with goal commitment and goal attainment at work. In a two-wave longitudinal study, data were collected from 793 sales professionals in France, Pakistan and the United States. Furthermore, predictors and outcome variables were tested on time-lag basis. Values were incorporated to confirm cultural differences among three study countries. Findings from multigroup cross lagged path analysis confirmed the reciprocal model as the best fit to data (i.e. CMIN= 18.488, DF= 6, $P < .05$, CFI= .990 and RMSEA=.072) across all three countries. Corresponding waves from all three

countries were partially invariant at metric and scalar level. Cross lagged path analysis for each country individually also confirmed reciprocal model as the best fit. This validates the dynamic relationships between all study variables over time and also indicate the portability of personal resources across cultures. Data collected at only 2 time points and English version of scales used for Pakistani sample are the main limitations of this study. Evidence from different cultures is another step towards further development of resource based goal striving concepts. Another contribution is the test of revised Portrait Values Questionnaire (PVQ-RR) in Pakistani settings. It justifies the importance of training interventions related to personal resource, commitment enhancement and self-regulation at work.

THREATS OF PERSONAL IDENTITY ON THE PART OF RADICAL IDEOLOGIES: PSYCHOSOCIAL ANALYSIS OF THE INVERSION OF VALUES

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Under the conditions of a transitional and transitive period, the ubiquitously observed irrational outbursts of protest activity and the growing globalism of terrorist actions reflect the global trend of intensification of the processes of alienation and the negative transformation of universal values. The dangerous psychological trend of extremalization of consciousness and behavior is accompanied by the active spread of radical ideologies among youth. In the article the author discusses factors of susceptibility of young people to the radical ideology, which are examined through the lens of overcoming uncertainty, personal identity in relation to possible alternatives, problems of constructing personal and social identity. In this regard, this article is aimed at identifying the psychological mechanisms of inversion of moral values, causing changes in the existential essence of the subject, changing of identity and the implementation of destructive forms of protest activity. The leading approach to the study of these contradictions is the subjective-existential approach, which allows to consider this problem in the context of the fluctuations of personal agency in the dynamics of the scheming of individual being, which allowed to track the change of subject positioning to the objective one, to determine factors of negative transformation of values. As a method of

identifying the character of determination of personal activity, distortions in moral values and the degree of readiness for perception of radical ideology, we used: "The test of life-purpose orientations" (LPO) in the adaptation of D.A.Leontyev, "The Terminal Values Questionnaire"(TVQ) by I.G.Senin, method of assessment of values by S.Schwarz, test of psychological defenses by R.Kellerman – G.Plutchik, questionnaire "Protest activity of personality", consisting of the following scales: emancipation, negativism, opposition, escapism, nihilism. Correlation and regression types of analysis were used. For each form of protest activity (emancipation, negativism, opposition, escapism, nihilism) were revealed its own characteristic values due to the difference in the type of subject positioning, protective strategies, the preferred way of overcoming uncertainty, regulating personal choices and forming preference for a certain variant of a subjective personal activity and characteristics of its interaction with society. The study was carried out with the financial support of the Russian Foundation for Basic Research in the framework of project No.18-413-230020 "Extremism in the context of the protest activity of the personality: psychological factors of readiness, the system of prevention and overcoming".

VIRTUALIZATION OF BEING AND UNCERTAINTY AS A CONDITION OF BEING OF THE SUBJECT OF THE DIGITAL AGE

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One of the fundamental characteristics of the modern world, the beingness of man of the digital era, is increasingly called uncertainty (A.G. Asmolov, D.A. Leontiev). The problems of being, many different aspects of the life of modern man are viewed today through the prism of this most important characteristic, and the challenge of uncertainty, among other things, stands out as the central problem of the psychology of personality (D.A. Leontyev). The understanding comes to the fore that today being of a person can be investigated only with regard to the comprehension of a personality as "a changing personality in a changing world" (A.G. Asmolov). In the conditions of complication of the world, the increasing importance of the virtual space of being, the uncertainty determines the sociocultural space in which the process of socialization takes place, the life and development of a person, the process of becoming as a subject. Being in the conditions of the existence of the real and virtual world, the "reality" of the virtual space of the Internet

becomes the ordinariness of human life. Reality identified the trend of virtualization of human being as the most important and revealed the ongoing process of integration of the real and virtual world. The virtualization of being implies the acceptance of uncertainty as a necessary element, an integral part of the beingness of modern man. Acceptance of uncertainty, tolerance to it, is considered by researchers as the achievement of individual maturity, constancy and integrity of I (Sokolova, 2015). Uncertainty becomes the basis of the beingness of the modern man of the digital age, carrying out his life in the real and virtual world. Hence, the most important questions of the psychology of the subject and psychological science: how the subject manifests itself as an active transformer of itself and the world in the conditions of virtualization of being and challenges of uncertainty, what are the substantive features of subject activity that affect the authenticity of being of a person of the digital age in these conditions.

WORK LIFE BALANCE AND SUBJECTIVE WELL BEING AMONG EMPLOYEE ON LIFE SCIENCE COMPANY IN INDONESIA

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Regarding the WHO plan on 2020 to eradicate polio globally, Indonesia is one of the countries that supports this, with program called polio eradication. Life science company in Indonesia revealed that the company's profit had decreased significantly because of the program. In order to survive in a competitive environment, the company must be able to follow the pattern of change. Organizational culture naturally depends on the market situation and needs to adapt to it in order to survive or to maintain its competitive position. Due to organizational culture change in life science company brings about problems in balancing in work and family life of the employee. This work life balance concept has not yet received special attention in Indonesia. Research from Dr. Ajay Kumar Singh and Ms. Amanjot shows the relationship between work life balance and subjective well being. Employee with higher subjective well being tend to be more productive in the work place and also predicted organizational performance. This study examines employee's work life balance and subjective well being of 146 employees at a life science company in Indonesia. We used the work life balance questionnaire from Fisher (2009).

Subjective well being measures compiled by Ed Diener and Robert Biswas-Diener (2009). This measuring instrument has two parts, namely the Satisfaction With Life Scale (SWLS) to see the degree of overall life satisfaction, and Scale of Positive and Negative Experience (SPANE) to see how often respondents experience positive or negative feelings. Result correlation between work life balance and subjective well being are low (0.240). Demographic characteristics also did not impact work life balance and subjective well being of respondents. Future research should provide a greater understanding regarding how subjective well being is related to others dependent variable, such as person organization fit, because employees will be more interested in organizations that have the same value, belief, and so instead, especially in Indonesia. Research in Indonesia show that person organization fit has strong correlation with subjective well being, same result as research by Park, Monnot, Jacob & Wagner (2011). The higher alignment of values, goals, needs, and personality of the individual with the organization, the higher subjective well being of employees.

TRUST AND NATURE CONNECTEDNESS AS ANTECEDENTS OF SUBJECTIVE WELLBEING IN PEOPLE WITH HIGH ENVIRONMENTAL CONCERN

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Environmental concern is an important condition for people to solve global environmental problems, hence the task of informing people about the depth of these problems. However, this can lead to increased environmental anxiety and reduced subjective wellbeing. M. Ojal's research (2005, 2012) shows that the meaningfulness of life and existential emotions such as trust, hope, and anger, can serve as a buffer against reducing subjective wellbeing in adolescents. A number of studies have revealed a positive relationship between psychological wellbeing and connection with nature, the theoretical basis of which is given by the concept of biophilia (Wilson, 1984). Hypothesis: the combination of strong environmental concern with high subjective wellbeing is supported by trust, sense of coherence, and nature connectedness. The sample were 207 adults (123 female). The questionnaire contained: brief measure of nature relatedness (Nisbet, Zelenski, 2013), Inclusion of nature in self (Schultz, 2002), Lexington attachment to pets scale (Johnson, Garrity, Stallones, 1992), Orientation to Life Questionnaire (Antonovsky, 1987), Method of examining trust

/ distrust to the world, to other people and to oneself. (Kupreichenko, 2008), Environmental concern scale (Kryazh, 2013), life satisfaction scale (Diener, Emmons, Larsen & Griffin, 1985), Scale of subjective wellbeing (Perrudet-Badoux, 1988). Clustering on dimensions "Environmental concern" and "Subjective wellbeing" identified five groups of respondents, in two of which was showed the highest levels of concern but significantly different levels of subjective wellbeing. Comparison of groups showed that among respondents with high environmental concern, those of them who scored high on subjective wellbeing had higher level sense of coherence, trust ($p < 0,001$), inclusion of nature in self, nature relatedness ($p < 0,05$), and general attachment to pets ($p = 0,067$) than those who scored low on subjective wellbeing. Multiple regression analysis revealed that trust, sense of coherence, and inclusion of nature in self, support subjective wellbeing, neutralizing the potential negative effects of environmental concern, which is important in both contexts: conservation psychology and health psychology.

DEVELOPMENT AND EVALUATION OF A STRESS MANAGEMENT PROGRAM FOR ELDERLY PEOPLE

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The goal was the development and evaluation of a stress management program for elderly people (age 60 – 80). Stress can begin in transition phase of retirement. Psychosocial Stress depends on balance between resources and stressors and in relation to conservation of resources (Hobfoll) and proactive coping resources (Greenglas). For elderly people no specialized stressintervention programs exist. That's way we modified the stress-management program "Mastering stress optimistically" for elderly people according to the stressors in the retirement phase of life. The program includes 10 sessions (8 fixed, 3 free electable). Content of exercises: systematic stress checkup, emotion regulation, relaxation, future orientation, communication, coping with death and dying, goal setting. The study was an intervention trial with prae-post-follow up design (formative & effect evaluation). Measures/tests were: Leipzig short questionnaire chronic stress (LKCS), Measurement of change questionnaire of

behavior and experiencing (VEV), Screening scale of chronic stress (SCSS), Satisfaction with Life Scale (SWLS), Life Orientation Test (LOT), Self efficacyscale (SWE), a sense of coherence scale (SOC-L9). The participants were n= 15 retired persons (age 66 to 77, M= 71, .93 SD = 3.22). Data were analyzed by t-test and power analysis. The formative evaluation showed positive results by expert ratings and ratings of the participants for each element of training. In all dimensions the new developed training program reached high values mean = 1.7 on a five point likert evaluation scale from (1 very good – 5 very bad). 10 persons reported significant positive changes in VEV. Main positive effect sizes were found in the evaluation of effects in the sense of coherence and life satisfaction measure. The program "Optimistic Coping the retired state" was highly accepted by the participants and evaluated positive in dimensions of evaluation. It showed a clear structure and usability, and acceptance for training-parts.

PSYCHOLOGICAL ASPECTS OF CONTEMPORARY WOMEN IN THE FACE OF CONJUGALITY: A JUNGIAN APPROACH

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Conjugality is a complex process that goes through the "psychosocial construction" of each person and encompasses the interchange of meaningful experiences in a context common for the couple. This context would be constituted by the creation of a specific and particular field, formed by elements of the personality of each member of the couple. Jung (1925/2011), discusses marriage as a psychic relationship; not only as a social function, but as a space for the psychic development of partners. This author deepens the understanding of the aspects that hinder the love relationship, citing, among them, the unconscious connection of the young with the parents, a connection that is unfavorable to the differentiation between the individual and the family of origin, and detrimental to the development of the own identity and the other. This study aimed to investigate the psychological aspects of the conjugality of adult women and to study how the current woman deals with the expectations and difficulties that arise during the conjugal relationship, verifying which resources are used to face such difficulties. Two case studies were carried out, with the analytical

psychology referential. The participants were two women aged 32 and 35 years. Both were Brazilian women belonging to the middle socio-cultural class, with a higher educational level and had lived at least one marital experience. For the data collection, a semi-structured interview with expressive technique was used. The results suggest that, for the participants, conjugality is the union between two people who wish to live together, cohabiting and building a common life history. For the participants mentioned, the development of the marital field is more important than the development of the individual field. Among the expectations identified, can relate the possibility of experiencing the affections as: love, happiness and companionship. The difficulties encountered were related to: interference from the family of origin, lack of commitment of the partner, as well as betrayal and partner violence. The results obtained serve as a parameter for the treatment and investigation, in clinical psychology, of crises in marital relationships, cases of infidelity and domestic violence, especially in relation to women.

WORK-STRESS AND SELF-EFFICACY ARE PREDICTORS OF JOB OUTCOMES AND PSYCHOLOGICAL WELL-BEING AMONG SPECIAL EDUCATION TEACHERS

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Special education means to a variety of educational and social facilities provided by the educational institutions for children with different disabilities. Teachers play significant roles in imparting the knowledge to learners and set the situation for effective learning. To effectively perform such roles, teachers must be prepared and motivated to attain positive attitudes. But they suffer from higher level of work-related stress due to over workload, role ambiguity, poor social support and inadequate working environment. Work-stress can cause strange and dysfunctional behavior at work and contribute to poor physical and mental health. The main objective of this study was to examine the relationship of work stress and self-efficacy with job satisfaction, turnover intentions and psychological well-being among teachers of special education institutions. This study is a cross-sectional survey design and the data were collected from the 130 special education teachers (N= 130). Five scales were administered on the participants. They are as Work-stress Scale (Parker & Decotiis, 1983), Self-efficacy

Scale (Schwarzer & Jerusalem, 1995), Job Satisfaction & Turnover Scale (Cammann et al, 1979) and Psychological Well-being Scale (Ryff, 1995). The ethical and research protocols were strictly followed in this study. The findings revealed a positive significant relationship between work-stress and turnover intentions. While a negative significant relationship with job satisfaction and psychological well-being. Self-efficacy was positive significant with psychological well-being, job satisfaction and negative significant with turnover intentions. Female teachers were high on self-efficacy, job satisfaction and psychological well-being, and low on work-stress and turnover intentions as compared to male teachers. The findings of this study are very valuable for working teachers, researchers and administrators to enhance the working conditions in special education institutions. Further, these conclusions also elaborate the significance of self-efficacy and psychological well-being to reduce the negative impact of work-stress in the teaching profession.

APPLICATION OF A. ANTONOVSKY'S CONCEPT OF SALUTOGENESIS TO PSYCHOTHERAPEUTIC WORK WITH ELDERLY ONCOLOGICAL PATIENTS

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The objective of the study is application of a resource-oriented psychotherapeutic approach to elderly cancer patients. Its theoretical framework constitutes Aaron Antonovsky's concept of salutogenesis. Research questions are focused on cases when people successfully overcome stressful situations, even if these cases are contrary to the general trend, and on finding factors contributing to stress resistance. Such analysis allows to consider illness and health on a single continuum and helps to proceed from dealing with a particular disease to searching for factors by which a person, regardless of where on the continuum he/she is located, can move to the health pole. The concept of salutogenesis was used at the rehabilitation stage of cancer disease. The experimental group of the study involved 70 cancer patients aged from 68 to 75 years (44 women). To 40 of them model of salutogenesis was offered in the form of weights. Patients filled the scales twice: first, independently, and then with the help of a therapist. With 30 other patients, group counseling was conducted on the topic "Protection factors or due to what factors a person is able to stay healthy" without providing

individual counseling. 50 patients compiled a control sample. Leipzig Test for Chronic Stress (K. Reschke, G. Schröder), a questionnaire for assessing the quality of life and content analysis of weights answers reflecting A. Antonovsky's salutogenesis model were used. At a statistically significant level was shown a decrease in the general level of stress, an increase in the assessment of the quality of life, an increase in reflexive abilities in finding one's internal resources, an increased understanding of the physical and psychological conditions/factors contributing to health in patients for whom individual counseling was carried out. Patients who participated in the group counseling increased their understanding of physical and psychological conditions/factors contributing to health. Patients of the control group demonstrated no significant changes. The study supports application of the A. Antonovsky's model to psychotherapeutic work with elderly oncological patients at the rehabilitation stage of disease. The next step is investigation of possibilities of this model with elderly population in general.

FOUR PILLARS OF “SUSTAINABLE” PERSONALITY AND PLANETARY HEALTH CONCEPTS: 4 E’S – ENVIRONMENT, ECONOMY, ETHICS AND EDUCATION

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Planetary Health is a new integrated approach challenging to achieve “the highest attainable standard of health, wellbeing, and equity worldwide through judicious attention to the human systems—political, economic, and social—that shape the future of humanity and the Earth’s natural systems that define the safe environmental limits within which humanity can flourish” [1]. Though the human personality and behavior is a complex construct [2], it would be beneficial for Planetary Health to form and educate a kind of “sustainable” personality that taking care of the Earth and all living organisms on it. Review and analysis of bibliography on the topic and new model proposal of “sustainable” personality. In the past (and still nowadays) economy was a compass of human activity: either via egoistical wishes to gain more material wealth, or as a technological progress in its natural evolution, which disregarded the future consequences that would lead to environmental and health problems. The previous blind technological development was seen as a “struggle” of man with nature crowned with the proud victory of the former over the latter. Environmental consciousness arose later together with changes towards sustainable progress. The role of Ethics is crucial because it

considers “environmentally friendly” behavior as an example to be followed by individuals as well as by collectives: starting from saving our primary resources by strict control over use of electricity, water and private transport, limiting their use to when it is necessary only, going on to an effective waste management, then reducing contamination and damage to nature in general, and, in the end, going on to a final balanced distribution of resources (thus resolving such problems as malnutrition, hunger, wars,...) These Ethical principles, to be effective in practice, should be applied to help make conscious changes of individual behavioral patterns of the current generations and should be transmitted to the future generations via Education. Psychology of health, personality and organizational psychology should work in orientation towards a Planetary Health to achieve its goals successfully. People cannot be healthy within unhealthy environment (social and natural). References: [1] The Lancet Planetary Health (2017). Welcome to Planetary health, Editorial, 1(1):1. DOI: [https://doi.org/10.1016/S2542-5196\(17\)30013-X](https://doi.org/10.1016/S2542-5196(17)30013-X) [2] Liutsko, L. N. (2013). Proprioception as a basis for individual differences. *Psychology in Russia*, 6(3), 107.

PSYCHOSOCIAL FACTORS OF COGNITIVE CHANGES IN PATIENTS, UNDERGOING CARDIAC SURGERY

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Cardiac patients frequently experience complications in cognitive functioning as a result of serious cardiac surgeries, including coronary artery bypass grafting (CABG). Recent researches have shown a wide range of cognitive disorders accompanying cardiac surgery. However, psychological factors of beneficial and detrimental consequences of coronary artery bypass surgery for cognitive functioning are less studied than its clinical correlates. For this reason, we aim at analyzing psychosocial factors of the dynamics of cognitive functions of patients with coronary heart disease (CHD) undergoing CABG. The work focuses on studying the main indicators of cognitive functioning (including active attention and concentration, verbal and nonverbal memory, psychomotor speed, and thinking abilities) and on studying the role of psychosocial factors in observed cognitive dynamics. The present study enrolled 120 patients (of average age 59.71 ± 7.32 years) who underwent coronary artery bypass grafting with standard cardiopulmonary bypass technique. The examination using a neuropsychological test battery (including WAIS, TMT-test, Stroop test, TAS, Benton test, etc.) was performed in three stages: two days before CABG, 12-14 days and three months after the surgery. Patients with

CHD experience significant postoperative cognitive decline mostly in verbal memory and attention, while positive dynamics was observed in the visual and logical memory, as well as in spatial and verbal-logical thinking. A significant cognitive improvement three months after the operation occurred in visual memory, logical memory, and spatial thinking. According to the results of the study, the most important psychosocial factors of deterioration of cognitive functioning after surgery are: conflicts in family relationships, low social activity after surgery, a lower level of education, unemployment, and the pessimistic assessment of the prospects of returning to work ($p < 0,01$). The data obtained confirm and extend the hypothesis of cognitive reserve (Stern Y., 2003), according to which environmental factors can reduce the vulnerability of individuals to the age-related cognitive decline and pathological brain processes. The obtained results allow to develop evidence-based recommendations for the rehabilitation of patients undergoing cardiac surgery. These recommendations should be primarily aimed at achieving maximum efficiency of the rehabilitation process, improving indicators of ability to work and quality of life of the patients.

THE PHENOMENON OF MANIPULATION IN PARENT-CHILD INTERACTION

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The problem of manipulation between parents and children was investigated by such scientists as Alfred W. Adler and Everett Leo Shostrom at the beginning and the middle of the 20th century. It is known that both children and adults try to secretly influence on each other's behavior. A number of researchers considers that parents by their own example teach children to manipulate. Others incline to the idea that the social situation

of development forces the child to manipulate the adult. In this paper the analysis of a phenomenon of manipulation in child parental interaction in modern family is carried out. Factors, types and forms of child parental manipulations and also specifics of manipulative behavior of children of different age in family are considered.

DOES INSTITUTIONAL SOCIAL SUPPORT STRENGTHEN WOMEN'S WELL-BEING?

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Environmental factors, as well as traits, could affect well-being. The main subject of the current research is to investigate how social support received by a non-governmental organization affects the well-being of women with low-income. The study also aims to examine the predictive role of self-efficacy, perceived social support, and coping on depression and anxiety symptoms among Turkish women of different income levels. The sample comprised 129 women were administered Ways of Coping Inventory, The Multidimensional Scale of Perceived Social Support (MSPSS), General Self-Efficacy Scale, Beck Depression Inventory, and Beck Anxiety Inventory. Contrary to expectations, impoverished women who received social support from an NGO had higher anxiety and depression, and lower perceived social support scores compared to the other group. Hierarchical regression results showed that socioeconomic status, coping, self-efficacy, and perceived social support made significant contributions to

variance in depression. A higher income level, coping, social support, and self-efficacy tended to be less depressed. Meanwhile, a binary logistic regression analysis showed that the model was significant ($\chi^2 = 64.433$; $sd = 5$; $p < 0.01$) indicating that self-efficacy, coping, and perceived social support have a negative relation to the probability of being anxious. The lower income was found to increase the probability to be in the anxiety category while social support was found to have a negative relation to anxiety. The traits such as self-efficacy, coping seem the most effective factors on depression and anxiety. However environmental variables such as income level and receiving social support have still presented a diminishing effect on well-being. On the other hand, an unmeasured social support network, such as gathering in mosque or women meeting, can be more effective than an institutionalized support for impoverished women.

INDIVIDUAL DIFFERENCES AND SPECIFICITY IN FACE COGNITION ABILITIES ACROSS CHILDHOOD AND ADOLESCENCE

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Face perception and face memory can be considered as crucial facets of social intelligence. Psychometric research on adults indicates that individual differences in face cognition abilities cannot be entirely explained through variance in general cognitive functioning and object cognition; hence, these abilities are domain-specific. However, it is controversial, whether these abilities are specific already in early periods of life or differentiate across childhood and adolescence. In the present study we focused on this question from an individual differences perspective and tested the hypothesis of differentiation between face cognition abilities and other cognitive abilities. 338 children, adolescents and young adults, aged between 6 and 21 years, completed tasks measuring face cognition abilities (face perception and face memory), object perception, object memory, fluid intelligence and working memory. After establishing a measurement model of face cognition and general cognitive functioning for

the entire age range, age-differences in this structure were explored by using Local Structural Equation Modelling (LSEM). Overall, our study supports the notion of an early maturity of face cognition abilities. Already six-year old children demonstrated adult-like face perception and memory. Further, the results indicate a strong association between face cognition abilities and general cognitive functioning in early periods of life with a tendency for dedifferentiation between these abilities. However, face versus object perception and face versus object memory became more distinct across childhood and adolescence. On a theoretical level these results imply that it is necessary to consider face perception and memory as getting increasingly distinct from perception and memory for non-face objects (content-specificity); nevertheless, the level of face cognition maturation is strongly associated with the maturation of general cognitive functioning.

THE ASSOCIATION BETWEEN DEPRESSIVE SYMPTOMS AND ALLOSTATIC LOAD IN PATIENT WITH MAJOR DEPRESSION

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According to McEwen (McEwen 2003) allostatic load (AL) refers to the activation of physiological regulatory systems in response to stress and their immediate and long-term effects on the body. The cumulative effect of AL influences mental and physical well-being and all-cause mortality. Various health-related factors increase AL, but it is unclear whether same factors increase the AL in the general population and in patients with depressive disorder. The main aim of this study was to clarify whether allostatic load predicts depressive symptoms or health behaviors in patients with major depressive disorder. The study samples consisted of two cohorts of patients with depression, which were collected at different periods (DC1 1996-2001 and DC2, 2015-2019). To determine AL, we used 9-10 biological indicators, which represent cardiometabolic risk,

glucose metabolism, anthropometrics and inflammation (Bizik et al. 2013). Information of health behaviors and symptoms of depression was collected by questionnaires. The mean allostatic load score was 4.23 in DC1 (SD 4.0) and 4.78 in DC2 (SD 5.0). The highest AL quartile had 6/9 (in DC1) and 6.5/10 in DC2 of AL risk score. Gender was not associated with AL. However, patients from highest quartile of AL in DC2 were significantly older (39.63 years SD 10.10 vs. 31.81 years SD 10.39, $p=0.001$, Cohen's $d=0.76$, $ES=0.35$) than other patients. Severity of depression was not associated with AL in depressed patients. The study produced important evidence about the overall health situation of individuals with depressive symptoms and in-depth information on the somatic health of depressed patients.

INCARCERATED WOMEN, AFFECTIVE BONDS THAT LEAD THEM AND GET THEM OUT OF THE PRISON

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In recent decades there has been an increase on criminal behavior in women, which is due to social rather than individual change, corresponding to a socio-historical, cultural, and political process framed in the socioconstructionist perspective, the conception of power of Michel Foucault, and the different feminist contributions. The social reality is constructed by the action of the people and that therefore we must approach the understanding of this reality.

In order to respond to the question mark: "Why do women commit crimes and why do they give up crime?". The main objective was to analyze the social practices that promote crime and withdrawal, and to identify the way in which these practices take place. Qualitative study, framed in the socioconstructionist and gender perspectives. 94 women were interviewed in 4 countries: Spain, Uruguay, Mexico and Colombia, of which 81 were in prison at the time of the interview, and 13 had been in prison at some

point of their lives. Their life stories were analyzed through Atlas.ti software. From the analysis of the thematic content there were found four main categories: Affective Bonds, Violence, Social Networks and Withdrawal. It was found that having suffered gender violence can be an explanatory factor of the crime, the affective bonds and the social networks can be mobilizing factors towards the crime and towards the abandonment of the same. The withdrawal is given by the interaction between the obligation / responsibility of actions, the freedom to build herself as a subject and to help others. The findings suggest that women have been incarcerated before they enter prison, as victims of gender-based violence and driven by relevant affective bonds in a patriarchal system; they fall into prison escaping from an abusive relationship, and in this escape they are oriented to the crime. The key to the withdrawal is gender equality, where men and women have the same responsibilities in the care of the other.

CAREER ADAPTABILITY OF ADOLESCENTS AND SOURCES OF SUPPORT

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Psychologists, working in the field of educational or work psychology, are often interested in career decision-making and career counselling. The paper focuses on career adaptability, which is an essential component of Career Construction Theory (Savickas, 2005). This psychosocial construct denotes the sources to cope with career tasks and challenges and suggests the possibilities of an individual to handle transitions and tasks in occupational roles. Identification and promoting career adaptability is of particular importance in adolescence, especially for students at the end of their studies, i.e. before commencing further educational pathway or working life. We present partial outputs from the research project Career adaptability of vocational upper-secondary school graduates during the school-to-work transition. One of its objectives is to find associations among selected relational variables and overall career adaptability and its dimensions, which are concern, control, curiosity and confidence. In this research, we used a larger test battery containing selected questionnaires and scales, for example, Career Adapt-Abilities

Scale, Teacher Support Scale, Parent Career Behavior Checklist, Career Decision Self-Efficacy Scale, etc. We contacted students of vocational upper-secondary schools in two regions of the Czech Republic (N = 3,028 respondents, 46.5% women) using these questionnaires. In this paper, we present and discuss not only the results of the first quantitative analyses, but also the results of the verification instruments used for investigation on a sample of Czech respondents using a confirmatory (CFA) and exploratory factor analysis (EFA). Statistical modeling identified significant associations between career adaptability and parental support, as well as teacher support. The results also indicate the degree of willingness of vocational upper-secondary school students to seek expert support and counselling from different professionals. The results of the research evoke discussions about the diagnostic and intervention focus of school, educational or work psychologists, who provide support for students in their career decision-making.

COGNITIVE-BEHAVIORAL TREATMENT FOR PATIENTS WITH MILD ALZHEIMER'S DEMENTIA (CBTAC): RESULTS OF AN RCT

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About 90% of all mild Alzheimer dementia (AD) cases experience affective and behavioral symptoms. Although some research has supported the effectiveness of specific psychotherapeutic approaches for mild AD, there are only few attempts to evaluate a multi-component treatment programme. This randomized controlled trial evaluates the effect of an integrative psychotherapy approach on the health of patients with mild AD and their caregivers. The CBTAC treatment programme consists of 25 weekly sessions, including eight modules: goal setting; psychoeducation; engagement in pleasant activities; cognitive restructuring; live review; behavior management; interventions for the caregiver; and couples counselling. 50 participants and their caregivers have been randomized to either the CBT-based intervention group (CBT) or to the control group,

which received treatment-as-usual (TAU). Before and after the treatment phase, participants have been assessed. Follow-ups took place at 6, and 12 months post-treatment. The primary outcome was depression in the patient with AD. The secondary outcome measures were apathy, other neuropsychiatric symptoms, functional abilities, quality of life, and quality of the relationship to the caregiver. CBT reduced depression significantly more than TAU (interaction: $F = 5.3$, $p < .05$), with a moderate-to-large effect size ($d = 0.76$). There was also a significant advantage for CBT with regard to apathy ($F = 4.7$, $p < .05$; $d = 0.71$) and quality of the relationship to the caregiver ($F = 4.3$, $p < .05$; $d = 0.77$). There was no advantage with regard to other neuropsychiatric symptoms, functional abilities, and quality of life. The results are very encouraging and stimulate an adequately powered multi-center-study.

FORMALIZED COMPUTER-AIDED HANDWRITING ANALYSIS – VALIDATION AND INTEGRATION INTO PSYCHOLOGICAL ASSESSMENT

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Computer-aided formalized handwriting analysis brings certain unique qualities to the psychological assessment. It provides a wide coverage of personality traits and ensures exclusion of social desirability, which is the major drawback of traditional questionnaire-based psychometric tests. It enables an improvement of the validation of handwriting analysis that is in many former studies strongly affected by subjectivity of experts. In the current paper, the authors propose a formalized approach to handwriting analysis. It is implemented by a clear and literature-based matching of handwriting signs to psychological traits by means of mathematical modelling and computer-based evaluation. This approach is realized in HSDetect system. The presented study demonstrates a 2-step-validation of the system against the popular and well-validated test 16PF-R and the method of its integration into psychological assessment. The study includes 58 test persons, each of them provided handwriting samples and took the standard 16PF-R test. The validation procedure consisted of the following steps: First step: • 16PF-R scales were modeled in HSDetect system through psychological traits according to the existing description of the test. • 16PF-R tests

were evaluated. • All handwritings were analyzed according to the formal procedure with HSDetect. • HSDetect 16PF-R scale levels were calculated and compared to the test. Second step: • Correlations between handwriting signs and the test results were calculated (without HSDetect) • The direct correlations were compared to the HSDetect model and the last was updated accordingly. The evaluation proves a high agreement of handwriting analysis and the 16PF-R test for certain scales. For remaining scales the agreement was lower, but still not negative. Generally, we can speak about positive validation of handwriting analysis by using mathematical modelling and computer-based evaluation. The advantage of this experiment against previously done validation studies in this field is that it is controlled, objective, reliable and repeatable. This procedure offers an additional benefit for the use of the 16PF-R test, since the inclusion of handwriting analysis excludes unwished phenomena such as social desirability when answering questionnaires and thus increases reliability. The positive outcome of the presented method encourages us to implement it for additional psychometric tests and psychological scales.

VARIOUS PSYCHOLOGICAL FACTORS AS PREDICTORS OF QUALITY OF LIFE IN PATIENTS OF OBSTRUCTIVE SLEEP APNEA: AN INDIAN PERSPECTIVE

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The present study aimed to investigate various psychological factors as predictors of quality of life (QOL) in obstructive sleep apnea (OSA – recurrent cessations of breath during sleep) patients. Different measures were administered maintaining confidentiality of 97 participants in the hospital using purposive sampling technique. The sample distribution revealed the existence of demographic and clinical characteristics in the considered sample of OSA patients measured on nominal (gender, clinical comorbidities, sleep apnea status) and continuous [age, body mass index (BMI – a relationship of body weight and height of a person), neck circumference (NC)]. The data was statistically analysed by using chi-square, correlation and multiple regression analysis (step-wise method). The results indicated that higher BMI and NC were associated with severe OSA symptoms. Hypertension & coronary heart disease (CHD) comorbidity in patients had severe OSA symptoms. Under stepwise regression analysis, the internal health locus of control alone ($r=0.549$, $r^2=0.301$, $f=40.89^{**}$) and for powerful health locus of control ($r=0.691$, $r^2=0.477$, $f=42.908^{**}$) was determined as a significant predictor of OSA patients QOL, in cognitive restructuring ($r=0.805$, $r^2=0.649$, r^2 change= 0.649 , $f=175.400^{**}$), wishful

thinking ($r=0.915$, $r^2=0.837$, r^2 change= 0.189 , $f=242.135^{**}$), express emotion ($r=0.935$, $r^2=0.874$, r^2 change= 0.037 , $f=214.986^{**}$), social support ($r=0.939$, $r^2=0.882$, r^2 change= 0.008 , $f=171.200^{**}$) and problem avoidance ($r=0.942$, $r^2=0.887$, r^2 change= 0.006 , $f=143.504^{**}$) were subsequently analysed as significant predictors of their QOL. The OSA patients sense of self-efficacy analytically emerged as a significant predictor of their QOL ($r=0.948$, $r^2=0.898$, $f=835.85^{**}$). Thus, it can be concluded that the impact of OSA symptoms on the lifestyle and emotions affected both male and female patients equally. The higher the BMI and NC, the more severe was the afflict of OSA symptoms. The clinical coexistence of obesity, hypertension, diabetes and CHD made OSA symptoms more profound. The patients' health control beliefs, their mechanisms employed in coping and their belief in self ability to manage OSA predicted their QOL significantly. The implications of this research on OSA as a public health burden in India increased the awareness and sensitized the patients, family members, caregivers and healthcare professionals towards psycho-social functioning of these patients for better management of their health and wellbeing.

IMPOSTER SYNDROME AMONG RUSSIAN STUDENTS: THE LINK BETWEEN PERFECTIONISM AND PSYCHOLOGICAL DISTRESS

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Imposter syndrome is feeling incompetent despite evidence of competence. It is characterized by the inability to internalize one's status and success, which causes much emotional stress. People with imposter syndrome are afraid that others will eventually find out that they are frauds and thus feel that they do not belong in their academic or working environment despite objective qualifications, achievements, and accomplishments. Perfectionism has been connected to imposter syndrome through a tendency to focus on one's inadequacies. The two key research questions of this study are as below. First, does imposter syndrome serve as a mediator between the link of maladaptive perfectionism (discrepancy) and psychological distress (depression and anxiety)? Second, does having imposter syndrome (or not) change the association between perfectionistic discrepancy and depression/anxiety? In this study, participants were 169 Russian college students. Mediating and moderating effects of imposter syndrome on the link between perfectionism and psychological distress were examined. The following measures were included: The Clance Imposter Phenomenon Scale (CIPS; Clance, 1985) was used to measure

participants' level of imposter syndrome; the Short Almost Perfect Scale (SAPS; Rice, Richardson, & Tueller, 2014) was used to measure participants' perfectionism level; the Depression Anxiety Stress Scale-21 (DASS-21; Lovibond & Lovibond, 1995) was used to measure psychological distress. Mediation analyses indicated that imposter syndrome fully mediated the link between perfectionism and anxiety, whereas it served as a partial mediator between perfectionism and depression. A significant moderation effect of imposter syndrome was found between the link of perfectionism and depressive mood. This study adds to the layer of understanding the mechanism between how maladaptive perfectionism is linked to psychological distress. Imposter syndrome serves as a key factor that leads perfectionistic discrepancy to anxiety and depressive mood. In sum, it appears that if a person does not fall into the imposter hole, the positive link between perfectionistic discrepancy and depression no longer exists. Results of this study identifies imposter syndrome as a point of intervention to prevent depression caused by perfectionism.

IT 'HELPS' YOU FEEL BETTER: THE DUAL RECURSIVE PROCESSES OF FEELINGS AND OCB-I AND THE IMPORTANCE OF THE DRD4 GENE

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Prior research suggests that interactions exist between 'doing good' (organizational citizenship behavior, OCB) and 'feeling good' (positive affect). Drawing on social exchange theory and the conservation of resources theory, we predict that 'feeling good' and 'doing good' form a promoting-resource-gain cycle, whereas 'feeling bad' (physical fatigue) and 'doing good' form a preventing-resource-loss cycle. In addition, the 2R carriers of the DRD4 polymorphisms linked to increased dopamine signaling would strengthen the resource gain spiral. Using experience sampling data that were collected from 200 nurses for two consecutive weeks, we found that employees who engage in more OCB-I experience

positive affect at time (T-1), which is followed by a payoff in the form of increased positive affect in the future. Furthermore, employees that engage in less OCB-I experience physical fatigue at time (T-1), but OCB-I is negatively associated with physical fatigue at time (T). OCB-I mediated such relations. Moreover, the mediation effect only exists when the individuals are 2R carriers of the DRD4 gene. The research illustrates the recursive processes of feelings (both psychological and physiological) and behaviors and reveals two resource spirals and their mechanisms. In addition, the results advance the understanding of genetic influences in organizational research.

TAXONOMY AND STRUCTURE OF LITHUANIAN PERSONALITY DESCRIPTORS: SELF-RATING STUDY

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The goal of the study was to develop taxonomy and structure of Lithuanian personality traits following the principles of the psycho-lexical approach. We conducted exploratory research in three steps. In the first study, two judges selected 9625 person-descriptive terms from the Dictionary of Modern Lithuanian. In the second study, six judges classified all the selected

descriptors, based on the German classification system (Angleitner et al., 1990). Finally, in the third study, we performed a Principal Component Analysis followed by Varimax rotation on the 627 personality adjectives, morphemically unique type-nouns, and morphemically unique attribute-nouns in self-ratings from 506 Lithuanian students. We investigated structures with one to

ten factors. The clear support was found for one-factor structure (Desirable vs. Undesirable traits), the two-factor model (Dynamism and Social Self-Regulation), and the five-factor structure (Agreeableness, Extraversion, Intellect,

Conscientiousness, and Neuroticism). Structures with one up to ten factors were correlated with Big Five and HEXACO models. The findings support cross-cultural replicability of five personality trait factors.

WHAT IS HAPPENING AFTER CONJUGAL LOSS? A PERSPECTIVE FROM TURKISH ELDERLY PEOPLE

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Loss of a spouse is a life crisis which causes a variety of challenges for bereaved people. Although it can be more difficult for older adults, may be underestimated due to considered as a developmental stage. Bereaved person tries to adjust to new life style and changes of resources, and handle several emotions related to loss. Therefore, the present study aimed to examine effects of loss, what kind of changes and emotions experienced by elderly bereaved people and whether there were gender differences in these concepts. For this purpose, 152 widows/widowers living in nursing homes were included in the current study. Four open-ended questions were asked to participants about general effects of the loss, positive and negative changes after the loss and loss-related emotions. The answers were examined independently by the researchers. Firstly, main categories were identified and scored for each participant. Then, Cohen's kappa was used for inter-rater reliability for each question. The results revealed that four categories which are 'disturbance of habits', 'started to use different coping strategies', 'loss

of the social and economic stability' identified under the general effects of the loss. 'Personal growth', 'materially and socially positive changes' and, 'change of dissatisfying old order' were determined related positive changes after the loss. Negative results of the loss categorized as 'familial problems' and 'cultural hardships' (i.e. lonely life as a woman in patriarchal society). Regret, loneliness, melancholy, depression and shock were most reported feelings by the participants. Although experienced emotions and general effects were similar between genders, challenging areas of life after the loss were different. In other words, women reported most difficulties in financial, legal issues and domestic reparation while men reported most difficulties for housework and socialization. As a conclusion, these findings point both gender roles and the cultural background for bereaved people. Therefore, it can be beneficial that interventions and governmental policy should focus on these problem areas for facilitating adjustment in bereaved person.

DO COLLEGE STUDENTS ATTITUDES AND EXPECTATIONS PREDICT FUTURE EGALITARIAN MARRIAGES?

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This longitudinal study examined the extent to which college women's attitudes about gender, career, and motherhood, and their expectations of achieving an egalitarian marriage matched their actual marriages 14 years later. A total of 202 undergraduate senior women at a prestigious women's college in the United States were randomly selected and surveyed in 2003 about their attitudes surrounding work and family (e.g., gender ideology, career commitment, motherhood ideology, importance of marrying an egalitarian spouse) and their predictions for the extent to which different egalitarian scenarios (i.e., career-oriented, family-oriented, and balanced) would characterize their lives with husbands and children in the future. All original participants were re-contacted in 2017, and 130 completed different versions of a survey about work and family, which were varied according to the participants' marital and parental status. This study is based on the responses of 58 married heterosexual mothers who completed a survey assessing their current division of labor with their husbands, current attitudes towards gender, family, careers, spouses' attributes, and their rated the similarity of their work/family

arrangements to the egalitarian scenarios that they had considered in the first wave of data. Based on the correlates of each of the three egalitarian scenarios, models were constructed to examine the effects of participants' attitudes in college and their predictions about their future lives had on the extent to which they saw themselves as living each version of the egalitarian scenarios. Regressions showed that the only the career-oriented egalitarian lifestyle was anticipated by college students. In general, participants' attitudes in college did not directly predict their rated similarity to any of the egalitarian scenarios, although the more a student desired a career-oriented husband the less likely she was to have a family-oriented egalitarian marriage 14 years later. Contemporaneously, financially contributing equally was significantly related to all three egalitarian scenarios, and the rejection of beliefs about traditional motherhood was related to both family-oriented and balanced egalitarian family life. Despite the lack of direct effects of participants' attitudes in college on achieving an egalitarian lifestyle, further research should clarify whether they have indirect effects.

POSSIBILITIES AND CONSTRAINTS IN THE USE OF COMMUNICATION TECHNOLOGIES IN SOUTH AFRICAN MIGRANT FAMILIES

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The role of new forms of communication technologies in maintaining family relationships across distance has been increasingly explored in recent research on transnational families. The emergence of Information and Communication technologies (ICT's) has greatly transformed these families' abilities to stay connected despite distance. ICT's not only allow for distant communication to take place but also enable family members to maintain relationships of care in spite of physical separation. In this paper we will explore the experiences of a number of South African families across the racial divide which were part of a larger research project exploring the burden of care of elderly people resulting from adult children emigrating from the country. The results from this qualitative study reveal that participants had rather ambiguous relationships with the technology available to them. On the one hand technology was experienced as a positive means of maintaining contact and relationships,

whilst on the other hand it was experienced as somewhat alienating and lacking intimacy. Three specific areas of concern were identified. The first was developmental with older people struggling to maintain relationships with their younger grandchildren. Secondly the constant possibility of staying in contact seemed to re-inscribe the loss and not allow for proper mourning; as well as causing the inability to ever get away because one is constantly in touch. There was also salient difference between those who had emigrated and those left behind with the latter group also experienced some nostalgia for more old-fashioned means of communication such as letters and visits. Consequently, this presentation hopes to add to the larger body of knowledge that is emerging exploring the complex experiences of transnational families; as well as underscore the manifold nature of human relationships in our increasing technological world.

MAY POSITIVE AND NEGATIVE GROUP-BASED VALUES STRENGTHEN SUBJECTIVE WELL-BEING? ASSOCIATIONS WITH LIFE SATISFACTION AND IDENTITY FUSION

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Considerable research has proposed that there is a positive association between being a member of a social group and subjective well-being. However, this association mostly has been tested with in-group identification concept (social identity theory: identification with group-based identity) rather than identity fusion (identity fusion theory: connectedness and oneness of personal identity with group-based identity). Besides, positive or negative aspects of group-based values have been ignored. The current research aimed to investigate the relationship between identity fusion with in-group (Turkish society) and life satisfaction considering the mediating role of endorsement of subjectively positive/negative cultural values. We hypothesized that holding values of Turkish culture would mediate the effect of fusion on life satisfaction. Besides, this relationship would remain robust for positive and negative cultural values. The pilot study (Nwomen = 257, Nmen = 107, Mage = 22.24, SD = 2.80) was conducted to determine positive and negative values in Turkish culture. Sexism was commonly rated as a negative value in Turkish culture whereas relatedness (interrelational orientation) was rated as an important positive cultural value. The main study (Nwomen = 290, Nmen = 143, Mage =

21.56, SD = 2.46) was conducted to test the proposed mediational model. Participants filled out scales/questionnaires of life satisfaction, identity fusion, balanced integration-differentiation, and ambivalent sexism. Depending on one-way MANOVA findings, women presented higher scores on items representing life satisfaction and interrelational orientation than did men and reported lower benevolent and hostile sexist attitudes than did men. Zero-order correlations computed separately for male and female participants, and there were significant associations. The proposed model was tested using LISREL 9.10. There was not a significant gender difference on identity fusion with Turkish society. Therefore, gender difference was not considered in model testing process. The proposed model indicated that identity fusion with Turkish society increased interrelational orientation and benevolent sexism which in turn predicted satisfaction with life. Moreover, identity fusion with Turkish society positively predicted hostile sexism, but the association between hostile sexism and life satisfaction was not significant. Results have shed light on how deep alignment with a group may have positive outcomes for subjective well-being.

THE LEADERSHIP MOTIVATION AMONG UNDERGRADUATES

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The leadership is associated with the ability to motivate and lead a group (Myers, 1997). The study period in a college or university creates profitable opportunities to reveal this ability. In our study, we relied on approaches that allow to: 1) study the leadership polymotivation; 2) provide an opportunity to see the differences between the leadership motivation and the motivation of other status positions in a group – popular, medium, unpopular. The first study was carried out in 2010 and involved 10 groups of 2nd and 3rd year students (n=157) of two Moscow university teaching management and programming faculties. Two methods were used: 1) Jacob Moreno's sociometry measured the informal student's status in a group related to social and class activity using four sociometric criteria; 2) Irina Kokurina's (1990) inventory Slovar (the Dictionary) measured the ratio of six sense-making motives in the respondents' profiles: creativity, communication, pragmatics, cooperation, competition, achievement. We determined the leaders on the fulfillment's basis of two sociometric conditions: 1) the leader is the one who according to each of the four sociometric

criteria appears in the group of the most popular; 2) the leader has a predominant position among the most popular. SPSS Statistics 17.0 was used to process the data as well as a special statistical procedure to divide the entire sample of students into three groups: popular, medium, unpopular (Kokurina, 2006). Three leaders were found among the 157 respondents. An important distinction of leaders from popular, medium and unpopular ones was the presence in the leaders' motivation diagram of two spikes – cooperation and achievement. The competition's motive was insignificantly more evident in the leaders' profiles, and the creativity's and pragmatics's motives, conversely, showed the lowest values. The leaders' motivation demonstrated a surprising combination of collectivism and individualism, high values of cooperation and achievement motives along with a low pragmatic's and creativity's level. The leaders turned out to be 'achievers' for the society's benefit who were prone to competition in behalf of the group. The leading's presence motives for cooperation and achievement among leaders in student groups was further confirmed in other studies.

ACCEPTANCE OF DISINCENTIVES TO DRIVING AND PRO-ENVIRONMENTAL TRANSPORT INTENTIONS: THE ROLE OF VALUE STRUCTURE, ENVIRONMENTAL BELIEFS AND NORM ACTIVATION

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In order to facilitate pro-environmental transport mode use it is important to promote acceptance for disincentives to driving and intentions to use public transport. The present study aims to investigate values, environmental beliefs and norm activation as predictors of these psychological cognitions. In addition, we examine gender differences in the psychological constructs entered into the model. A questionnaire-based survey was carried out in a randomized representative sample of the Norwegian population (n = 1043). The results showed that the model was well-suited to explain acceptance of disincentives to driving and, to a lesser extent, intention to use public transport. Biospheric values were strongly related to an elevated ecological worldview, whereas egoistic values were associated with a weaker ecological worldview. The values had indirect relations to

acceptance of disincentives to driving and intention to use public transport through the ecological worldview and Norm activation model (NAM) components, but altruistic values were found to be associated with ascription of responsibility. Females reported stronger biospheric and altruistic values, and weaker egoistic and hedonic values than males. Females also reported a stronger ecological worldview and more awareness of consequences and personal norms in the NAM. Policy planners may focus on values, environmental beliefs and norm activation in order to increase the acceptance of disincentives to driving. A broad approach, which accounts for additional factors such as transport availability, spatial factors and 'pull' measures, may be more suitable to promote intentions of public transportation mode use.

ADOLESCENTS' TRUST IN THE POLICE

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The acquisition of trust in the police during adolescence is essential to the development of law-abiding citizenship in contemporary society. Two studies were carried out to identify the social factors that affect adolescents' trust in the police. In Study 1, 285 13 to 15-year-old year students from a secondary school in the UK were administered the Adolescents' Trust Beliefs in Police (ATBP) scale and measures of: (a) generalized trust beliefs in others, (b) delinquency, (c) peer friendships, and (d) co-operation with the police. Some variables were assessed at two time points across a year period. It was found that the adolescents' trust in the police was positively correlated with generalized trust beliefs in others and co-operation with police and was negatively correlated with delinquency (all p s < .05). Regression analyses showed that the adolescents' co-operation with police longitudinally predicted the ATBP scale ($\beta = .16$, $p = .017$) indicating that that co-operation with police is a probable cause of their trust in the police. Also, the ATBP scores of pairs of good friends were appreciably correlated which confirmed the expectation that peer socialization

contributed to adolescents' trust in the police. In Study 2, 174 adolescents from a secondary school in an inner city of Birmingham UK, completed the ATBP scale and a standardized measure of reported parenting styles of their parents. It was found that the adolescents' trust beliefs in the police were positively correlated with reports of their parents demonstrating an Authoritative Parenting Style ($p < .05$) which entailed setting standards and engaging in adolescent-parent communication. Across studies, it was found that the ATBP scale demonstrated validity by being composed of the expected three-factor structure (reliability, emotional trust and honesty) and acceptable reliability by attaining psychometric standards of internal consistency (Cronbach alphas > .80) and stability across a year period, $r(211) = .48$, $p < .001$. The research yielded support for the conclusion that adolescents' behavioural dispositions towards the police, peer socialization, and parents' parental styles, contributed to the adolescents' trust beliefs in the police.

ANALYSIS OF FACTOR STRUCTURE OF PARENTAL TOLERANCE

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In the author's concept, parental tolerance is considered as an integral formation of the parent's personality. It manifests itself at three interrelated levels: cognitive, emotional and behavioral and determines the subjective development of the child's personality and his psychological well-being. The study involved 73 families with children aged 5 to 10 years. The study used a set of methods: "Conscious parenthood", "Positive parental feelings", "Parental love and sympathy», "Method of express diagnostics of the style of family education, "Method of diagnosis of general tolerance." The structure of all types of tolerance is identical with the specific content. To prove the assumption that parental tolerance is an integral formation of the personality of a parent, having a similar structure and specific content, factor analysis was used. Factorization was based on 40 variables, characterizing the structure of parental tolerance. In the factor structure of parental tolerance, 4 factors were identified, the cumulative percent of the variance of which is 54, 27%. Factor I "Emotional", covering 24, 39% of the variance, is the central factor. Significant weights

in it indicators of positive parental feelings have. Factor II "Communicative tolerance" covers 14, 07% of the variance. Significant weights in it 10 indicators have, defining different manifestations of the antipodes of tolerance. Factor III "Cognitive" covers 8, 24% of the variance. Significant weights in it 5 indicators of conscious parenthood have. Factor IV "Behavioral" covers 7, 56% of the variance. Significant weights in it six indicators have, relating to the style of family education and its accompanying parameters. The factor structures of fathers and mothers are similar. However, fathers have more cognitive component than mothers and less communicative tolerance and behavioral component. The factor analysis confirms the three-component structure of parental tolerance, its specific content and indicates the special role of communicative tolerance. The results of the research can be used in the psychological support of parenting in the work of practical psychologists with socially and pedagogically neglected children and their parents with manifestations of intolerant attitude towards children.

MISMATCH BETWEEN PERSONAL ATTITUDES AND PERCEIVED GROUP NORMS: NEW EXPLANATION OF GENDER DIFFERENCES IN PSYCHOLOGICAL WELL-BEING

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Research has been successful in studying gender differences in psychological well-being and happiness. However, the findings remain inconsistent. Some researchers showed that women are less satisfied than men (Pinquart & Sorensen, 2001). However, the recent meta-analysis has not revealed any significant gender differences in psychological well-being (Batz-Barbarich et al., 2018). In the present study, we propose rather to study the psychological factors that underlie gender differences in mental health. Thus, based on gender differences in self-construal (Guimond et al., 2013), a mismatch between what do people personally think on a sensitive social issue (i.e., personal attitudes) and what do they perceive about others' beliefs (i.e.,

perceived group norm) was proposed as one of such mechanisms. The findings amongst a representative French population (N = 1000) confirmed our expectations. Overall, we found that women in France have a lower level of well-being than men. Moreover, the mismatch between attitudes and perceived group norm was found to be at the origins of such gender differences. Particularly, it was found that women who had positive attitudes towards the cultural diversity but perceived others as being opposed to it (i.e., mismatch) had a lower well-being than those whose attitudes matched the norm. These findings were discussed in light of gender differences in psychological outcomes and its implications for explanation of such differences.

INTERPERSONAL PROBLEMS IN RELATION TO INFLATED, DEPRECATING AND AMBIVALENT PERSONALITY BELIEFS

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The cognitive theory of personality disorders (Beck, Freeman, Davis, & Associates, 2004) emphasizes the role of distorted beliefs in personality disorders (PDs) whereas interpersonal theory of PDs (Pincus, 2005) prioritizes the dysfunction in interpersonal relatedness. This study aims to investigate the relationship between interpersonal problems and dysfunctional beliefs associated with PDs within the framework of both theories. With the use of alternative categorization of the PDs (deprecating, inflated, and ambivalent personality beliefs) which depends on their cognitive formulations provided by the cognitive model, findings of the present study is also expected to provide a support for the cognitive model of PDs in interpersonal context. In particular, different dimensions of interpersonal problems which were assessed through the coordinates of Interpersonal Circumplex Model were expected to be associated with the proposed categories of personality beliefs. 1273 volunteer adults (398 men and 875 women) from a community sample in Turkey, between the ages of 18 and 61 ($M = 26.75$, $SD = 7.72$), participated to the study. Participants were invited to the study via an announcement shared in social network sites, in

which they were acknowledged that they would get personal feedback regarding their interpersonal behaviors. Personality Belief Questionnaire (Beck & Beck, 1991) and Inventory of Interpersonal Problems Circumplex Scales (Horowitz, Alden, Wiggins, & Pincus, 2003) were used for the measurement of the variables. Three separate hierarchical multiple regression analyses were conducted to regress personality belief categories via interpersonal problem octants, after statistically controlling for the effects of demographic variables (i.e., age and gender). Results indicated distinctive associations between interpersonal problems and the personality belief categories; deprecating beliefs were associated with submissiveness; inflated beliefs were associated with domineering/controlling and intrusive/needy behaviors, and low friendliness; ambivalent beliefs were associated with domineering/controlling, cold/hostile behaviors and low intrusive/needy behaviors. The findings of the present study revealed the predictive value of specific interpersonal problems on personality psychopathology depending on the self-versus-others conceptualization.

SEPARATED AND (RE)UNITED IN ILLNESS: ROMANIAN PARENTS' ACCESS TO CARE FOR THEIR CHILDREN WITH HEMATO-ONCOLOGICAL DISEASES

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Children with hemato-oncological diseases in south-eastern Europe are likely to report poorer survival rates due to access to treatment, health inequalities and medicines shortages. Although previous studies on medicines shortages in Europe found no significant impact on healthcare providers' costs (Pauwels et al., 2015), it is unclear whether findings would align with parents' perspectives. Romania reported the lowest health expenditure in Europe in 2014 (Vladescu, 2016). There are more than thirty paediatric cancer medicines at risk (Romanian Health Observatory, 2018), with some being permanently or temporarily removed from the market. Affordability is the main reason for perceived unmet healthcare needs. Over 70% of diagnosed children come from families with limited financial resources. To overcome direct costs that function as a barrier to living and care, an increasing proportion of parents are leaving their children behind to take up 'temporary' employment abroad. We sought to explore the psychosocial impact that getting access to essential care and medicines had on parents of Romanian children diagnosed with hemato-oncological diseases. Data were collected

through in-depth interviews with twenty-seven parents (3 fathers; 24 mothers; age range 32-54). Data were thematically analysed using template analysis to identify key themes, particularly those relating to illness and treatment management in hospital and at home, and ways to address unmet needs. 52% of the interviewed parents were living in rural areas and in 37% of the families only one parent was employed. In five families, at least one member was working abroad. Themes emerged from the data explained (1) access to care and medicines (traveling long distances and the burden of buying medicines locally and abroad), (2) impact on families (parents' relationship with other children at home and migration- from traditional to transnational parenting) and (3) financial implications (treatment costs and poverty). This study has identified parents' challenges related to their responsibilities and access to care and medicines. It highlights the need of a national policy to support those families at risk and the value of family oriented services to address the unmet needs of diagnosed children, their siblings and parents throughout the treatment journey.

PROMOTING AUTONOMOUS LANGUAGE LEARNING IN PEOPLE WITH SPECIAL NEEDS: UNIVERSAL DESIGN FOR LEARNING IN THE PROJECT EN-ABILITIES

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The rationale and results of the En-Abilities project (Erasmus + project 2017-1-ES01-KA204-038155) financed by the Sepie (Spanish Service for the Internationalization of Education) will be presented. This is a project conducted with partners from Ireland, Portugal, Romania Serbia and Spain. Based on the inclusion of Universal Design for Education the project has developed a comprehensive online autonomous learning tool for learners with Special Educational Needs (SEN) to communicate in English. The project intends to support people in possible situations of exclusion acquire knowledge in a specific tool (English) that may help their inclusion within society increasing their employability and social participation. We will present the main ideas of Universal Design and how it was applied to the creation of a Massive Open Online Course (MOOC) considering the requirements of an English language course for levels A1, A2 and B1. Results from a study conducted with English language teachers (n= 180) and learners with

SEN (n=50) prior to the construction of the MOOC will be presented. These results show that although English language teachers have limited interaction with learners with SEN they agree that they should learn English, although this idea is qualified by the specific nature of the educational need. Our sample of English learners with SEN (visual and hearing impairments, autism, Asperger syndrome, mild intellectual disability, etc.) know and understand English with a level equivalent to an A1-A2 requirement. They fully understand the need, and want, to learn English as a way of facilitating their inclusion in society in general and the labour market in particular. The main accommodations to adapt the course to learners with SEN will also be presented. Finally, the results from a pilot test with 15 students with SEN will also be shown. Results show that learners, educational and ICT professionals were satisfied with the results of the MOOC improving their level of English and desire to keep studying and global satisfaction with the learning process.

THE RELATIONSHIPS BETWEEN THE ALEXITHYMIA AND ATTACHMENT STYLES

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Alexithymia is a personality trait characterized by difficulties in recognizing and expressing emotions, externally thinking style, and limited imagination capacity(1). The aim of this study is to investigate the relationship between alexithymia and the attachment security. This research was conducted on 481 university students (%59 female, s=283) aged between 18 and 28. The socio-demographic data form, 20 item Toronto Alexithymia Scale (TAS-20) and Adult Attachment Style Scale were used as measures. Spearman rank order test was used to analyze the correlation coefficients between the scales. The predictability of attachment styles, age and gender on alexithymia was evaluated with binary logistic regression analysis. TAS-20 scores were negatively correlated with secure attachment scores($r=-.267$). TAS-20 scores were positively correlated with anxious-ambivalent attachment scores ($r=.422$) and avoidant attachment scores($r=.400$). The results of regression analysis indicated that anxious- ambivalent and avoidant

attachment styles and gender significantly predict the alexithymia. Alexithymia personal trait increases depression, anxiety disorders, impulse control disorders, obsessive compulsive disorder and predispositions to addiction (2). It is also can lead to a decrease in social functioning due to difficulty in recognizing and expression emotions and emphatic thinking. The results of this study indicate that the therapeutic interventions focusing on the attachment security may increase the treatment success of individuals with alexithymia. References: 1) Grynberg D, Luminet O, Corneille O, Grezes J, Berthoz Si. Alexithymia in the interpersonal domain: A general deficit of empathy? *Pers Individ Dif* 2010; 49(8):845-850 2) Uzal G, Yavuz M, Akdeniz B , Calli S, Nurullah Bolat N. [Investigating the relationships between alexithymia characteristics, meta-cognitive features and mental problems in high school students in Istanbul]. *Anadolu Psikiyatri Derg.* 2018; 19(5): 478-484.

FAMILY PREDICTORS OF OLDER PRESCHOOLERS' INTERPERSONAL EMOTIONAL COMPETENCE

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Preschoolers' interpersonal emotional competence is connected with the well-being in family interaction, but it is also actual to study the compensatory mechanisms in its formation. Present research aims to find family predictors of older preschoolers' interpersonal emotional competence, included emotional identification, empathy and expression. Parameters of parenting styles, emotional mother-child interaction, family adaptation and cohesion were considered as family predictors.

The study involved 80 mother-child dyads from Saint-Petersburg (42 boys and 38 girls from 5 to 6 years, Mage = 5 year 6 months).

Methods used were: Test «Emotional identification» and questionnaire for parents by E.Izotova, Empathy test by T.Gavrilova, «Analysis of family relationships» questionnaire by E.Eidemiller and V.Yustitskis, «Parent-child emotional interaction questionnaire» by E.Zakharova, Family Adaptation and Cohesion Scales (FACES III) by D.X.Olson, J.Portner, I.Lavi.

Regression analysis revealed that emotional identification by schematic pictures was better formed at higher indexes of unconditional acceptance of the child, deficiency of demands, prohibitions and at lower indexes of overprotection and projection of own undesirable qualities on the child ($p < 0,05$). Emotional

identification by photo is better formed at higher indexes of minimal sanctions, preference to masculine traits and at lower indexes of understanding the causes of child's state ($p < 0,001$) and excessive demands, prohibitions ($p < 0,01$). Knowledge of markers of emotion's expression (drawing of emotions) is better formed in the case of demands, obligations ($p < 0,01$) and underdevelopment of parental feelings ($p < 0,05$). Empathy is positively associated with mother's ability to influence to the child's state ($p < 0,01$). Predictors of emotional expression weren't revealed. Regression analysis revealed only one predictor of integral index of interpersonal emotional competence. Interpersonal emotional competence in overall is better formed at higher indexes of mother's positive feelings in the interaction.

Thus, the unconditional acceptance of the child, the maturity of parenting styles and behavioral manifestations in emotional interaction can be regarded as resources for preschoolers' emotional competence. At the same time the hypothesis of compensatory mechanisms in the emotional competence formation was confirmed. In the case of insufficient sensitivity of mothers, preschoolers better identify emotions by photo and better depict emotions in the drawing pictures.

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RUSSIAN STUDENTS' SOCIAL REPRESENTATIONS OF HIGHER EDUCATION

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The main goal of the research was to study the structure and content of students' social representations of higher education in a modern society. The total sample size was 588 students: of which 197 were secondary school students (average age of 16.7), 195 were undergraduate students (average age of 20.8) and 196 were master students (average age of 29.3). We used a number of methods for the analysis of the intragroup status including sociometry, referentometry, methodological procedure of informal power structure definition and P. Vergès methodology for the analysis of the structure of social representations. We applied the Cohen's Kappa and Mann-Whitney U-test of statistical analysis. We tested the hypothesis that the structure of social representations of higher education had general and specific features which are correlated to the age, educational level and students' intragroup status. All respondents' associations were assessed by prototypical and categorical analysis with two parameters – (1) the rank of the occurrence of a separate concept; and (2) the frequency of the occurrence of this concept in the respondents' answers. It was found that the social representations of

schoolchildren, undergraduate students and master's students differ in a number of elements and their content characteristics. The main social representations from students with different education levels had similar characteristics, however, students from universities expanded the core performance, in contrast to students of secondary schools, because of their social experiences, therefore, less "distance" to higher education as an "object". Content analysis of representations showed that such core element of social representations as "income" (salary, money) was significant for respondents at every level of education, but for schoolchildren it was the most important, while for university students the most consistent element was "knowledge". We discovered that the cores of high- and low-status students' representations about education had differences in a number of elements and content orientation. The importance of the observed results is revealed through the understanding of the students' attitude toward higher education and could be used in a variety of educational institutions to improve the efficiency of the educational services they provide.

DEALING WITH SOCIAL STRESSFUL EVENTS: THE ROLE OF EMOTION REGULATION STRATEGIES

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During social stressful events, the use of adaptive emotion regulation strategies is important for performance and goal-achievement. Based on the Extended Process Model of Emotion Regulation (Gross, 2015), this study examined the effects of combined cognitive reappraisal strategies (CCR: Reappraisal of emotional response and via perspective taking) in comparison to suppression (ES) of expressing emotions, on physiological, verbal and behavioral responses during a social stressful situation. Participants (N = 70) were asked to make a speech in a job interview and a mental arithmetic task in front of two juries, using the Trier Social Stress Test (TSST) protocol. Before the TSST, participants were randomly assigned to use one of two emotional regulation strategies: CCR or ES. Electrocardiogram was recorded continuously before (baseline), during the TSST, and after (recovery). Behavioral responses during the TSST were videotaped, and participants also provided emotional experience ratings before and

after the TSST (e.g. anxiety, shame). Results have shown that the ES group showed higher physiological stress levels than the CCR group during the TSST ($p < .001$). In the ES group the physiological levels of stress increased during the TSST and the heart rate variability (HRV) reduced significantly ($ps < .05$), whereas in the CCR group the stress levels and the HRV values were relatively constant throughout the experiment and within the normative values. Participants in the CCR group were also more satisfied with the way they regulate their emotions and with their performance during the TSST ($ps < .05$), although no differences were found on affective ratings. The CCR group was also perceived as more socially adequate during the interview compared to the ES group ($p < .05$). We concluded that the combined use of cognitive reappraisal strategies, in contrast with suppression of emotions, can be appropriate strategies to manage situations that induce high social stress.

EARLY ADOLESCENTS' ATTITUDES AND ACADEMIC ACHIEVEMENT: THE MEDIATING ROLE OF ACADEMIC SELF-CONCEPT

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This study was designed to examine academic self-concept as a potential mediator to better understand the relations between academic attitudes and academic achievement in early adolescence. A total of 1398 high school students from Alicante, Spain (47% female, M = 12.5 years), participated in the study. Multilevel mediation analyses with Monte Carlo confidence intervals were used to measure within-subject effects at the student level (L1) and between-

subject effects at the class level (L2). Academic attitudes (attitudes towards teachers and attitudes towards school) and academic self-concept were measured with validated scales, whereas academic achievement was assessed using the end-of-term grades obtained by the students in nine subjects. The results show, first, significant effects of the academic attitude constructs on the mediational and dependent variables at both the within and between levels.

Second, academic self-concept was an important mediator for all academic attitude constructs at both levels of analysis. These results highlight the importance of academic self-concept during

early adolescence and suggest that academic attitudes are crucial for the future development of educational models.

THE ABILITY TO DIAGNOSIS AS A PROFESSIONAL COMPETENCE OF A SPECIALIST

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In recent years in the domestic education competence approach is declared as a priority methodology and basic paradigm. The formation of abilities and willingness necessary for successful professional activity in a specialist as a goal of education is obvious. However, the specific sets of competencies required for a specialist, presented in the existing educational standards, are not yet fully and clearly defined. The development and effective implementation of the competence approach is impossible without special studies aimed at studying both the actual content of the professional competencies requiring formation, and the possibilities and methods of such formation. In particular, there is a need for psychological research in this area, since many competencies can be considered as professional cognitive abilities. A professional diagnostic capability is needed to almost any specialist (e.g. psychologist, doctor, engineer, etc.), diagnosis in a problematic professional situation is a necessary action that helps the specialist to solve a professional task. The condition for the formation of diagnostic competencies is the ability to diagnostic thinking, which is a special

form of perceptual-mental activity. By analogy with the mental operations of generalization or classification diagnosis can be viewed as a complex mental operation that integrates the following essential elements of mental activity, as a comparison, analysis, synthesis etc. At the same time diagnosis as the mental operation is present not only in professional but also in everyday life. Diagnostic competence is related to understanding. If we consider understanding as a universal operation of thinking, then diagnostics can be considered as an element of understanding. It is believed that understanding provides a connection of new properties of the object of knowledge with the already known, forms an operational sense. Therefore, for understanding (especially if we are talking about forms of understanding that require a deep understanding of the causes and consequences) it is necessary to solve a certain mental task, for which the diagnostic operation is used. Actually understanding (as a new meaning, not as a process) we can consider as a result of diagnosis (especially if we talk about causal diagnosis, diagnosis of causes).

GENERALIZED TRUST AS A FACTOR OF POSITIVE ATTITUDE OF MUSCOVITES TOWARDS CULTURAL DIVERSITY

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The paper is devoted to the study of the role of generalized trust for intercultural relations in Moscow. An empirical study (N=219) showed that the length of residence in Moscow is

negatively associated with a positive attitude towards ethnic diversity. However, the generalized trust neutralizes this association, making it insignificant. That means that in case

of high level of generalized trust, the attitude towards cultural diversity does not depend on the length of residence in Moscow. Thus, generalized trust is an individual characteristic of a person, which, interacting with his/her experience, is able to neutralize the negative consequences of negative experience and increase the positive attitude of Muscovites towards cultural diversity. The obtained results can be explained by the fact that trust makes the boundaries between

different cultural groups living in the same multicultural environment (Moscow) more pervious. This is based on the principle of social de-categorization, which implies the perception of other individuals just as individuals, regardless of their belonging to any group. That is, if an individual trusts other people, it does not matter to him/her what category other individuals belong to.

METAPHORIC IDEAS ABOUT DIFFICULT LIFE SITUATIONS AND SOCIAL FRUSTRATION AS PREDICTORS OF PERSONAL COPING STRATEGIES

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In this article, we touch on the problem of psychosocial personal characteristics as predictors of the coping behavior within the framework of the problem-focused and emotional-focused coping' theory (R. Lazarus, S. Folkman) and of the Russian coping concept (T.L. Kryukova, E.V. Kuftyak, M.V. Saporovskaya). The research objectives consisted in identifying the influence of social frustration and metaphoric images of difficult life situations on the subjects' coping strategies as well as in identifying the distinctions of coping strategies of subjects who differ in the social frustration extent level and metaphors of difficult life situations. We discovered the dependence between social frustration, metaphors of difficult life situations and coping strategies by the use of content-analysis of metaphors, tests and methods of mathematical statistics (quartiles, regression analysis, Kruskal-Wallis H-test). The social frustration extent level has a negative impact on the selection of coping strategies "Planning", "Exercising self-control", "Positive reappraisal", "Seeking social support", on how the estimations of a difficult situation are differentiated and on the perception of its complexity. However, it has a positive impact on the choice of coping strategies "Escape-avoidance". Negative artifact

metaphors, metaphors of distinction and positive precedent name metaphors are associated with the "confrontational coping" strategy selected. Anthropomorphic metaphors are associated with the "distancing" coping strategy. Positive anthropomorphic and naturomorphic metaphors of "friends" are associated with opting for the "Seeking social support" coping strategy. Negative anthropomorphic and artifact metaphors are associated with coping strategy "accepting the responsibility". Negative artifact metaphors are associated with choosing the "exercising self-control" coping strategy. So, a high level of social frustration is connected with low rational and adaptive coping strategies in difficult life situations. Various coping strategies are associated with different metaphors of difficult life situations and of their participants: "friends" and "aliens". The metaphors reflect personal perception of difficult life situations based on scales "short distance-long distance", "rational value-emotional value" and on parameters "undertaking the responsibility – placing the responsibility with others", "stereotypical or differentiated image of the situation". The results of the research conducted are of practical importance for psychological counseling of individuals.

RISK FOR PRENATAL DEPRESSION

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Exposure to prenatal maternal depression is associated with negative child outcomes, including increased risk for poor emotional regulation, mental health problems, and cognitive, behavior or motor delays (Lebel et.al, 2015). Prenatal depression is a significant predictor of the development of postpartum depression (McMahon et.al, 2015). Postpartum depression in turn has a negative impact on the child's attachment to the mother, on his or her emotional and intellectual development (Murray et al., 1999). Understanding the psychological mechanisms underlying prenatal depressive symptoms can help develop the therapeutic ways to reduce them and prevent postpartum depression. Objective: a comprehensive study of prenatal depression, the selection of risk groups for prenatal depression development. Sample: 344 Russian speaking women, 141 of them are nulliparous and 207 multiparous, from 19 to 46 y.o. (M=32 y.o.) 334 participants were married or cohabiting with the partner. 312 participants had higher education, 32 had secondary education.

the data was obtained during the second and third trimester of pregnancy. We used Edinburgh Postpartum Depression Scale (EPDS), Couples Satisfaction Index (CSI), Cognitive Flexibility Scale (CFS), author's questionnaire, including questions about well-being and expectations regarding motherhood. Based on the data obtained, we identify the risk group for the development of prenatal depression. The risk group includes women who faced health problems during pregnancy. Participants with a poor level of cognitive flexibility development demonstrate severe symptoms of depression. We found that low level of marital satisfaction is strongly associated with prenatal depression. The risk group also includes women with episodes of postpartum depression. The results obtained help developing therapeutic methods to prevent the perinatal depression development. The research was supported by the grant of Russian Fond for Fundamental Research № 18-313-00051.

INVESTIGATION OF VARIABLES AFFECTING POSITIVE AND NEGATIVE PRIMING MEASURED BY FACIAL RECOGNITION PERFORMANCE WITH DIFFERENT THRESHOLDS

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The purpose of this study was to offer a holistic examination of certain independent variables (properties of priming and target stimulus, congruency level, sub-threshold presentation and emotion) that have the potential of influencing both positive and negative (and semi-negative) priming, which there were controversial findings in the literature. In line with this purpose, three experiments were designed. The aim of first two experiments was to examine the influence of faces, words, and shapes on positive and negative priming under sub/suprathreshold conditions. The aim of the Experiment 3 was to examine the influence of priming stimulus on priming types in case a few of the characteristics (face and emotion on face) of the stimulus were consistent/inconsistent. The study had been conducted with a total of 150 participants equally distributed among three Experiments. In Experiment 1, 3 (Type of stimuli: Face, Shape, Word) x 3 (Type of Priming: Positive, Semi-negative, Control) x 2 (Type of Presentation: Sub-threshold, Supra-threshold) repeated measure experimental design suitable, in Experiment 2, 3 (Type of stimuli: Face, Shape, Word) x 4 (Type of Priming: Positive, Semi-negative, Negative,

Control) x 2 (Type of Presentation: Sub-threshold, Supra-threshold) repeated measure experimental design suitable, and in Experiment 3, 3 (Congruency: Face Congruent, Face Non-congruent, Control) x 3 (Emotional Face Congruency: Emotion Congruent, Emotion Non-congruent, Control) x 3 (Emotion of Priming Stimulus: Happy, Angry, Neutral) repeated measures experimental design suitable ANOVA was conducted. In the experiments, the positive, negative, and semi-negative priming has been shown experimentally in terms of recognition. This finding is important in showing the continuity of the cognitive priming process. Besides, it has been found out as a result of the findings derived from Experiment 1 and 2 that the sub-threshold presentation of priming words provided better advantage than both positive and negative priming. The Experiment 3 has demonstrated that there was no difference between the face and its emotion in terms of priming in face recognition. According to findings, priming effect can be seen as a continuum from positive to negative priming. Additionally semi-negative priming condition has a role between no priming and negative priming.

COMPONENTS OF SOCIAL STATUS IN CONTEMPORARY RUSSIAN SOCIETY

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Social status refers to the person's position in society determined by a number of objective and subjective indicators in different scientific knowledge areas. However different criteria are defined in the conceptions: education, position, income, property, prestige and others. Analyzing the society's structure throughout the mankind's history, L.Johnson noted that the status and criteria underlying it are related to the values shared in society. In order to identify the criteria specific to the Russian society, and to analyze the process of a stranger's social status perception, we conducted a study consisting of two stages. At the first stage (n=121) we identified social representations about social status to determine the significant components of this phenomenon. At the second stage (n=98) the relationships between the social status (both social-economic and perceived) and the characteristics selected in the first stage were analyzed. According to the representations the important characteristics were: education, profession, wealth, accuracy and others. 12 videos were selected for data collection at the second stage. For selecting videos we used the following criteria: gender, age, speaker's social status. Respondents were offered to watch 3

videos, after each video they were asked to evaluate the speaker on a certain set of 5-point scales which were identified on the first stage, as well as to determine the profession and give a brief description of the speaker. First, there is correlation between social-economic and perceived status ($r=0.41$; $p=0.01$). We found general significant correlations of the perceived and social-economic status with the scales "education", "wealth", "confidence" and others. Characteristics were found with which connections were not established in both cases: "lazy", "civilized". Unlike social-economic status the perceived social status has significant correlations with the category "weakness", and has no correlations with the characteristics "employed", "indifferent". We can conclude that a stranger's perception is determined by his social-economic status, as well as a number of characteristics related to it. Social status's significant characteristics are: intelligence, confidence, achievements, sadness and others. Hereinafter we plan to expand the sample and conduct a cross-cultural study to compare the social status components and their role in stranger's perception.

SEXUAL FANTASIES: DO THEY REALLY DIFFER ACCORDING TO GENDER AND KEEP CHANGING OVER TIME? (LATEST FINDINGS)

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Sexual fantasies are a distinctive aspect of human psychology and sexual behavior. They play a noteworthy role in boosting mood and self-esteem, relieving stress, managing anxiety and resolving traumatic experiences. The aim of this ongoing research is to assess if erotic imagery, themes and scenarios really differ according to gender and if they keep altering throughout the years under the conditioning and pressure of a more permissive, modern lifestyle. A further aim is to examine how, and if, they still relate to socio-cultural and socio-biological theories of gender roles and tendencies. This study uses a qualitative holistic approach adopting: 1. "thematic analysis" to explore the common threads for themes to emerge; 2. "discourse analysis" to reveal socio-psychological characteristics of a person and relationships with context (in 'in-depth semi-structured interviews'); 3. "content analysis" to make inferences about the antecedents (authorship, individual traits and cultural aspect), the characteristics (e.g. styles, trends) and the consequences (e.g. effects, responses). The data have been collected in public places, at events or telematically, through questionnaires, recorded (audio and video) semi-

structured interviews, telephone calls, focus groups, internet forums, a website with an email address and a Google Form, a 24-hour answering machine, and a P.O. Box. More than 300 volunteers (Italian women and men aged 19-72) have participated, so far. While some "male" and "female" fantasy stereotypes of the past still seem to hold true today, a cross-gender picture has arisen. Most women are showing an increasingly open, unrestricted and varied approach to their sexual desires, free of guilt. Themes of role reversal, dominance and submission are present in both sexes of different orientations, even though similar content can trigger different responses and have their origin in or be associated with emotional reasons and expectations of diverse nature. Sexual fantasy scenarios are adopting additional images and ideas from the current culture, popular literature and glamorous models, from show business, sports and politics, portrayed in the media. Greater openness about sex is therefore modifying the perception of what once could have been considered unusual or even "deviant" sex-scripts and, up to now, mostly hidden, denied or repressed.

THE INFLUENCE OF ORGANIZATIONAL COMMITMENT ON EMPLOYEES'S JOB PERFORMANCE: THE MEDIATING ROLE OF JOB SATISFACTION

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Abstract: The impact of organizational commitment on employees's job performance has been studied extensively in the West, while few studies have been conducted in non-western countries. Moreover, there are not any studies about the effects of job satisfaction to this relationship. The purpose of this research is to study the effect of organizational commitment on job performance through the mediating role of job satisfaction. For the purpose, four hypotheses were developed, the first three predicted positive relationships between organizational commitment, job satisfaction and job performance and the last one suggested the mediating effect of job satisfaction. 547 employees in Vietnamese enterprises were surveyed. The results of the study supported all the hypotheses. Accordingly, organizational commitment had a positive impact on job

performance; organizational commitment had a positive impact on job satisfaction; job satisfaction had a positive impact on job performance when organizational commitment was controlled. The strength of the relation between the organizational commitment and the job performance was significantly reduced when the job satisfaction was added to the model, suggesting the mediating role of job satisfaction. In the light of the findings, it is suggested that merely positive relationship between organizational commitment and job performance may not automatically lead an employee to achieve the outcome - job performance. Therefore, the secret of success lies in improving job satisfaction through solutions to enhance organizational commitment, thereby increase job performance. *Acknowledgment: Thank NAFOSTED for the sponsorship.*

THE SAMPLE IMPLEMENTATION OF THE AUTHOR'S METHOD OF STUDYING THE RELATIONSHIPS FOR MATHEMATICAL FUNCTIONS

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The psychologists keep speaking about the complex nature of their subject of research, i.e. psyche (mind), but in doing so they very seldom (except, for instance, in case of psychophysiology) consider in their studies the interpretations based on results of the correlation analysis and hence the mechanistic approach, the methodology of the late 18th century. To showcase the works of an author's method of studying statistical relations considered two dependencies from the idealized mathematical problem, where each parameter is a value from one of the 58 elementary functions in the interval, symmetric with respect of the zero with an argument even stride. The constraint force coefficients SV are normalized in such way that the value of $SV=1$ would be consistent with a single linear correlation $R=1$, got for the linear function. At first let's show, as in the model of studying statistical relations two linear functions depend on each other. 1. Dependence of the parameter " $Y=3*X$ " from the parameter "X" as comparative weightiness of the parameter Y for quinters on a scale X: X-1($Y=-14648$); X-2($Y=-8762$); X-3($Y=0$); X-4($Y=+8762$); X-5($Y=+14648$) Factor of the connection strength=1.00 (reverse

dependency=1.00) Coefficient of correlation=1.00 As the opposite example we consider the example of symmetric function dependence (parabola peak) on the linear function ($Y=-X^2$ of X), for which the linear correlation coefficient is equal to zero, but at the same time we cannot say that the relationship between variables is absent, and it should be noted that it is very strong. 2. Dependence of the parameter " $Y=-X^2$ " from the parameter "X" as comparative weightiness of the parameter Y for quinters on a scale X: X-1($Y=-11944$); X-2($Y=+6356$); X-3($Y=+12310$); X-4($Y=+6356$); X-5($Y=-11944$) Factor of the connection strength=1.65 (reverse dependency=0.00) Coefficient of correlation=-0.00 This is the dependence with the symmetrical maximum when the correlation is just absent. Researchers trusting the correlation analysis simply do not notice such dependence. In this case, is lost out of consideration not just the strong dependence but the dependence stronger than a linear function. Such simplest non-linear dependencies (dependencies with a maximum and a minimum, etc.) can be noted as fundamental (basic) in describing the majority of psychological phenomena and processes.

HOW TO SELECT ORGANIZATIONAL CITIZENS? USING A PERSONALITY-BASED INTERVIEW TO PREDICT OCB

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Although it is long evident that employees' organizational citizenship behaviors (OCB) are linked to organization's effectiveness, valid tools for selecting organizational citizens are still missing. This study explores how to identify employees with a propensity to engage in OCB and, towards this end, combines two approaches for predicting citizenship behaviors: personality assessment and structured interviews. Specifically, we developed a behavior description interview to assess the Big Five personality traits in order to predict different types of citizenship behaviors (i.e., compliance, helping, and initiative behavior). Employed interviewees (N = 223) from various occupations participated in the personality-based interview and completed a

contextualized personality questionnaire in a simulated selection setting. To obtain criterion data, supervisors rated interviewees' citizenship behaviors. Results supported the assumption that structured interview questions can be used to assess the Big Five personality traits and to predict OCB. Above and beyond other Big Five traits, interview ratings of Agreeableness explained a significant proportion of variance in helping behavior, interview ratings of Conscientiousness predicted compliance behavior, and interview ratings of Intellect/Openness predicted initiative behavior. Furthermore, interview ratings explained incremental variance in OCB over and above self-reports of the same personality constructs.

CHECKING THE FULFILLMENT OF OBJECTIVE TEST STANDARDS IN A GOAL ORIENTATION TEST

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There are different methods to assess personality. Psychologists have focused specifically on self-reports of individual behavior. However, this methodology shows limitations like social desirability. Performance personality tests (also called objective tests) are a complementary methodology to study personality conceptualized as interactive styles. Objective tests need to show reliability, but also have to fulfill a series of standards: participants need to be motivated to perform the test in a natural way and the task must be easy enough to perform. But, how do we check these standards? Ability criteria can be established as the following: the proportion of correct answers of each participant in the training trials should be greater than the proportion expected merely by chance. On the other hand, motivation standard requires the establishment of a minimum of responses in each trial. We have developed an objective test to assess goal orientations: Mastery-Performance

Goal Orientation Test. The aim of this study is to expose criteria to check if a test fulfills objective test standards and to verify if our MPGOT fulfills them, as well as to study its reliability. We designed MPGOT, an objective test that allows us to assess mastery and performance orientation. A sample of 464 participants completed the test. We analyzed participants' motivation and the difficulty of the test. Motivation criteria was that each participant should make a minimum of 9 responses in each trial. The number of correct answers was greater than the number expected by chance, therefore participants fulfilled the motivation and ability criteria required by objective tests. Goal orientation variable showed a bimodal distribution. Cronbach alpha was greater than 0.90. The instrument fulfilled objective tests standards. It also showed high internal consistency. The test allows us to classify people as mastery or performance oriented along a single bipolar dimension.

CREATING POSITIVE WORK EXPERIENCES THROUGH TASK SELF-REDESIGN

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Humanistic management theories and positive organizational scholarship emphasize that individuals strive for meaning, fulfillment, and self-actualization in their daily work activities. Complementing the focus on "top-down" organizational interventions, current concepts of proactive behavior propose "bottom-up" processes, based on "micro-emancipatory" actions, through which employees create more pleasant, gratifying, and meaningful work experiences.

Integrating theorizing on reciprocal determination between person and environment, social embeddedness, and systemic emergence, we test a tripartite model of task self-redesign and positive work-related states of experienced meaning, affective commitment, and work-home enrichment. Postulated are interactive effects of three modes of influence: a) active use of existing potentials for task autonomy (top-down implemented work design); b) job crafting, as unauthorized and self-organized modifications of task features (bottom-up proactive job changes); and c) individual renegotiation of tasks through idiosyncratic deals (i-deals) with superiors (middle ground; bottom-up initiated and top-down authorized agreements). Survey data from a purposive sample of N=279 German-speaking employees were analyzed using confirmatory factor analysis and moderated linear regression. Independent constructs each comprised 4 items:

task autonomy ($\alpha=.81$), task crafting ($\alpha=.89$), and task i-deals ($\alpha=.88$). Analyses controlled for gender, age, and additional work characteristics (complexity: $\alpha[3]=.78$; interdependence: $\alpha[4]=.81$; overload: $\alpha[2]=.79$). Drawing on assumptions of person-job fit and positive spillover, chosen outcomes were: meaning of work ($\alpha[6]=.94$), affective organizational commitment ($\alpha[5]=.88$), and work-home enrichment ($\alpha[4]=.78$). Task i-deals consistently related to positive experiences (meaning: $\beta=.25$, $p<.01$; commitment: $\beta=.14$, $p<.05$; enrichment: $\beta=.16$, $p<.05$), autonomy had one (meaning: $\beta=.15$, $p<.05$), task crafting no significant main effect; a 2-way interaction between i-deals and crafting was found for affective commitment ($\beta=.14$, $p<.05$). Supporting our tripartite interaction model, synergistic 3-way interactions explained additional variance in all 3 outcomes (meaning: $\beta=.17$, $p<.05$; commitment: $\beta=.19$, $p<.05$; enrichment: $\beta=.20$, $p<.05$). Subgroup analyses in interaction plots revealed informative differential patterns. Results offer first insights into the interplay of organizationally designed, individually crafted, and interpersonally negotiated variability in work activities. Task autonomy, task-directed job crafting, and task i-deals appear to fulfill somewhat different, yet complementary roles in the self-directed creation of positive work experiences. Methodological limitations and further research needs are discussed.



ROLE OF VIRTUAL REALITY APPLICATIONS IN DRUG ADDICTION TREATMENT

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Drug addiction in DSM-V (APA, 2013) in the diagnostic and statistical manual of psychological disorders; It is defined as the fact that people continue to use the drug even though they have a negative condition due to the use of a drug. Behind people's addictive drug using, there are many reasons for use from pleasure to use to escape from stress and anxiety. As opposed to that to become an addict is fast and easy, to get rid of them is hard and it requires an intense and strict treatment process (Feldman, 2011). There are various treatment methods for drug addiction. Biological therapy, psychosocial treatment and behavioral approach therapy are the most preferred and functional methods in current use. In this study, literature related to virtual reality applications in drug addiction treatment which is a part of behavioral approach therapy, will be reviewed and information on the subject will be compiled. Virtual reality refers to computer-generated simulations or environments that people experience with technological applications. The aim of virtual reality is to simulate sensory information such as

sound, tactile and visual inputs from the real world through artificial means. In recent years, virtual reality technology has become quite popular due to the increasing number of head-mounted displays (HMD). These virtual reality helmets are often devices that look like visors or helmets. This device abstracts the person from the visual stimuli of the real world while simultaneously immersing the person to the virtual world (Durl, Dietrich, Pang, Potter and Carter, 2018; Bordnick, Carter and Traylor, 2011). The must-have feature of virtual reality studies is that the perception of "existence" of participants in the virtual reality spatially and the feeling of being immersed in that virtual world (Durl, Dietrich, Pang, Potter and Carter, 2018). While the training for physicians and surgeons was used as a experimental simulation tool, it provided an interactive reality for psychological change. For example, in the treatment of phobias, individuals have been adapted with systematic virtual reality exposure therapies by presenting virtual worlds associated with their phobias (Jerdan, Grindle, Van Woerden and Kamel Boulos, 2018).



TEMPORAL AND PROBABILITY DISCOUNTING FOR REAL AND HYPOTHETICAL MONEY AND CIGARETTES AMONG CIGARETTE SMOKERS ACROSS DIFFERENT CULTURES

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Delay discounting (DD) and probability discounting (PD) are commonly used behavioral-economic measures of impulsive and risky choice, but there are few cross-cultural comparisons of discounting, and none that compare patterns of DD and PD across different commodities or that compare real and hypothetical rewards across cultures. The purpose of this study was to compare patterns of DD and PD for both real and hypothetical money and cigarettes among participants in the USA and the Czech Republic. Adult smokers from the United States and the Czech Republic completed standard measures of DD and PD for hypothetical and real money (~\$10USD) and

cigarettes (1 pack, or 20 cigarettes). Contrary to data from the USA sample, Czech Republic participants discounted the value of real money steeper than hypothetical money, though this could be related to the relatively poor fit of the hyperbolic decay function to DD for hypothetical money in the Czech sample. Probability discounting for real and hypothetical monetary and cigarette outcomes were the same in both countries. These findings extend an important literature regarding real and hypothetical choices for different commodities using the DD and PD paradigms and suggest that there might be cultural differences in delay discounting that warrant further attention.

ON FOUR TYPES OF DEVALUATION OF OUTCOMES DUE TO THEIR COSTS: DELAY, PROBABILITY, EFFORT, AND SOCIAL DISCOUNTING

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Discounting refers to a decrease in the subjective value of an outcome with increases in some attribute of the outcome. The attributes most commonly studied with regard to discounting are delay and probability, with far less research on effort and social discounting. While these attributes all represent costs that reduce the value of an outcome, it is as yet unclear how the extent to which they do so is related at the individual level. Accordingly, the present study compared the degree to which individual participants, 160 participants from the local community, discounted two amounts of hypothetical monetary reward on each of four discounting tasks in which the delay, probability, effort, and number of people with whom the money was to be shared were manipulated. At the group level, the larger amount was discounted less steeply than the smaller amount when delay and effort were varied, whereas the

larger amount was discounted more steeply when probability and number of people were varied. At the individual (molecular) level, the correlational pattern was examined using exploratory factor analysis. A six-factor structure (with separate factors for delay and effort, and two factors each for social and probability discounting) described the relations among indifference points. At a more molar level, a two-factor structure, which corresponded to the direction of the observed magnitude effects, described the relations among area-under-the-curve measures of discounting in the eight conditions resulting from crossing the two monetary amounts with the four cost factors. We conclude that individual and group differences in discounting involving the different types of costs, despite sharing some similarities, reflect mostly separate processes and traits.

TOLERANCE, CLOSENESS AND EMOTIONAL CO-REGULATION IN THE COUPLE LIFE CYCLE

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According to the RAE (2014) tolerance refers to meanings such as: suffer, lead with patience, respect, consideration towards the opinions or behaviors of others or, as an attitude of understanding in the face of contrary opinions in personal relationships (Ferrater-Mora, 1979). In the context of couple relationships, tolerance is according to Sprecher and Fehr (2005) – a way of expressing love, care, support, understanding of the other and even sacrifice because the exigencies of common life. Therefore, the couple's relationship has been considered as a kind of close relationship and represents an ideal scenario for emotional experience (Sánchez-Aragón, 2016), due to this, the emotional co-regulation becomes important. Particularly, the co-regulation strategies allow to each member of the couple, to influence the way to react toward the changes of everyday life (Schnitker & Emmons, 2007) that produce positive and negative emotions, and consequently in their way of relating to each other (Butler & Randall, 2013). In spite of the relevance of the tolerance in the couple relationships, there is a lack of psychological measures to evaluate it and

examine its relationship with other variables of this kind of relationship. Based on this, the purposes of this research were: 1) Design and validate a measure of tolerance towards the couple, 2) Know the relationship of tolerance with the closeness and emotional co-regulation strategies, and 3) Examine the differences in these variables in couples from three different stages of the life cycle: development, maintenance and dissolution. For this, we worked with a sample of 403 heterosexual couples, whose minimum schooling was high school. The results indicate the obtaining of a valid and reliable measure with three factors: Tolerance to difference, Respect, Intolerance whose Cronbach's Alpha coefficients were .66 to .87. Regarding the second objective, it was observed that the more tolerance and closeness the greater use of positive and less negative co-regulation strategies. Finally, it is clear that over time the relationship decreases tolerance and the use of positive co-regulation strategies, increases intolerance and the use of strategies such as indifference-aggression.



PERCEPTION OF SAFETY CLIMATE AT WORK: THE INFLUENCE OF THE ORGANIZATIONAL CLIMATE

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The present study focused on the impact of organizational climate on the perception of safety climate at work. Drawing from a survey of 953 employees at Vietnamese enterprises, the study found that organizational climate enhances the overall perception of safety climate at work. Regression analysis revealed that different components of organizational climate influenced perception of security climate to different extents. Particularly, the most influential predictor

of perception of safety climate at work is work pressure, followed by job involvement, supervisor support, and finally co-worker support. Implications on creating a positive organizational climate and improved perception of safety climate at work were discussed, with special emphasis on work pressure.

Key words: Perception, safety climate at work, organizational climate.

COMPETENCE FOR THE UNFORESEEN: SOCIAL SUPPORT AND CONCURRENT LEARNING AS BASIC COMPONENTS OF INTERACTION UNDER RISK

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This study examines the importance of certain basic educational, organizational and operational structures of interaction under risk, and how these vary with competence level within an organization. A previous study showed that preparedness for the unforeseen essentially depends on interaction. The purpose of this study is to examine whether there are any basic components that can provide further insight into how competence for interaction under risk can be developed and implemented. The first aim was, therefore, to examine the relationship between components of the basic educational, organizational and operational structures and interaction. The second was to assess whether the perceived level of interaction varies due to competence level, controlling for gender, age, and professional experience. The third aim was to determine whether level of competence group membership could be predicted by interaction, social support and the specified educational and organizational components. A questionnaire survey was carried out in the autumn of 2017. All 917 respondents were male or female employees of the Norwegian Armed Forces, based in 20 different units with different levels of competence and included commissioned and

non-commissioned officers, officer cadets, and conscripts. The response rate was 87 %, a total of 1050 personnel were asked to participate. The results show that social support and concurrent learning are the most important predictor of interaction. This study also shows that social support and concurrent learning combined with basic capabilities, organizational improvisation, training on decision-making, flexibility, general preparedness, and contingency plans can account for a considerable proportion of the variance in interaction. There were also significant differences in interaction, social support, and the educational, organizational and operational structures due competence level. Moreover level of competence group membership could be predicted. This study identifies components which could allow better targeting and development of the knowledge and skills applicable to interaction under risk. The results indicate that it is possible to prepare for unforeseen events by implementing social and educational measures that improve interaction. This study should be particularly relevant to those involved in handling and stabilizing unforeseen events and emergency preparedness management.

CHANGE & GROW® THERAPEUTIC MODEL FOR ADDICTION: PRELIMINARY RESULTS OF A LONGITUDINAL STUDY

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The last years have seen a paradigm shift concerning addictive disorders, regarding both its theoretical conceptualization but also its neurobiological underpinnings. It is our belief that the treatment approaches should also evolve to adapt to the current scientific knowledge. This new approaches should aim to not only stop the problematic behaviors but also intervene on well-known probable comorbid vulnerabilities such as depression and anxiety. In this first longitudinal study, the objective was to explore the impact of the Change & Grow® therapeutic model on certain pertinent psychological variables that frequently appear associated with addiction. The Change & Grow® model has been created and used by Villa Ramadas International Treatment Centre for years, with patients with chemical or behavioral addictions. The study used a repeated measures design, with the first measure occurring at the first week of treatment, and the second at the last. The psychological measurements used in this first study were: Beck's Depression Inventory II (BDI-II), Suicide Ideation Questionnaire (SIQ), State-Trait Anxiety Inventory (STAI), and Montreal Cognitive

Assessment (MoCA). Descriptive statistics were used to explore the data. Non-parametric analyses were used to study the association between variables (spearman's correlation values) and to compare the medians between the related samples (related-samples Wilcoxon Signed Rank Test). Preliminary results include 14 (11 male and 3 female) patients that have initiated and completed treatment during 2018. Age varied between 18 and 52 years ($M = 32.57$, $SD = 10.79$) and duration of treatment between 96 and 193 days ($M = 146.64$, $SD = 29.50$). As expected, the MoCA total and memory evocation results were significantly higher at the last week of treatment. The results of BDI-II, SIQ and STAI (both state and trait) were all significantly lower at the last week of treatment. Duration of treatment did not present significant correlation values with the difference between measures for any of the studied variables. Despite the preliminary nature of the results, the Change & Grow® therapeutic model appears to have an impact on depressive symptomatology, suicide ideation and state and trait anxiety in patients admitted into treatment for addictive disorders.

EXPLORING THE ASSOCIATIONS AMONG METACOGNITIVE BELIEFS, EXPERIENTIAL AVOIDANCE AND DEPRESSIVE SYMPTOMS IN A TURKISH SAMPLE

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Both the roles of metacognitions including maladaptive cognitive processes such as rumination or suppression; and experiential avoidance referring to unwillingness to remain in contact with negative experiences are emphasized in the development and maintenance of psychological problems. Although these mechanisms have been separately associated with depression, there is a lack of comprehensive model. Therefore, current study aimed to provide comprehensive knowledge by examining the roles of metacognitive beliefs, experiential avoidance as predictors of depressive symptoms in a Turkish sample. Data collection was carried out with 465 volunteer participants (337 females and 128 males) whose ages were ranged from 18 to 40 ($M = 25.89$, $SD = 4.79$) by administering demographic information form, Metacognitions Questionnaire-30, Multidimensional Experiential Avoidance Questionnaire and Beck Depression Inventory. In order to assess the predictors of depressive symptoms, hierarchical regression analysis via stepwise method was conducted. In the first step, age, gender and education level were entered to regression as control variables. In the second step, 5 metacognitive beliefs, namely; positive beliefs about worry, negative

beliefs concerning uncontrollability of thoughts and danger, lack of cognitive confidence, beliefs about need to control thoughts and cognitive self-consciousness, were entered to the regression. After controlling the possible effects of metacognitions, 4 types of experiential avoidance, such as avoidance, distraction, procrastination, repression & denial and distress endurance were again entered via stepwise method. The result firstly revealed that as participants' education level decreased, depressive symptoms increased. Among metacognitions, negative beliefs about uncontrollability of thoughts and danger and need to control thoughts significantly predicted depression. After controlling the effects of metacognitions, procrastination and repression & denial were positively; but distress endurance was negatively associated with depressive symptoms. These findings indicated that some forms of experiential avoidance explained more variance of depressive symptoms beyond metacognitive beliefs. Considering these experiential avoidance styles together with metacognitive beliefs seems to be important to achieve more comprehensive case conceptualization and also effective intervention for depression.

UNDERSTANDING THE CONCEPTUAL METAPHOR PEOPLE ARE ANIMALS: A COMPARATIVE STUDY OF FRENCH AND RUSSIAN LANGUAGES

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Lakoff and Johnson (1980) showed that metaphor is a manner of thought. This presentation investigates the conceptual metaphor PEOPLE ARE ANIMALS in two countries, France and Russia. As animal names are often used to refer to human personality traits (Kövecses, 2002), we examine whether native language influences the understanding of animal metaphors such as "this man is a bear" and whether the associated context helps to map new animal features despite their absence in the native language. Participants had to list the features of 10 animals describing human personality traits. We then created 20 Russian (RCS) and French contextual sentences (FCS) that infer the most common property for each animal. Subsequently, 60 Russian and 60 French natives were equally divided into CSR and CSF groups. Participants had to read the sentences before attributing a feature to a man. We measured correct responses, defined as when participants identified the right features associated with the sentences. Using the

MacMillan dictionary, synonyms (e.g., smart, clever) and syntactically similar responses (e.g., talkative, likes talking) were classified together. Participants were expected to find more features provided by native speakers of their country. Results showed an effect of contextual sentences $F(1,116) = 4.72, p < .05, \eta^2 = .04$ and interaction effect $F(1,116) = 35.86, p < .05, \eta^2 = .23$. For RCS, $F(1,58) = 12.75, p < .05, \eta^2 = .18$ Russian natives found more properties ($M = 4.57, SD = 1.61$) than French natives ($M = 2.00, SD = 1.29$) while for FCS, $F(1,58) = 23.81, p < .05, \eta^2 = .29$, French natives found more properties ($M = 4.20, SD = 2.11$) than Russian natives ($M = 3.00, SD = 1.78$). The interest of this study lies in its comparison of Slavic and Romance languages, which makes it innovative in contrast to previous research on English, German, Spanish, Persian, Mandarin Chinese, and Malay. Future research could envisage creating a database on the conceptualization of animals in Russian and French, including all representations and expressions.

WHAT ACCOUNT DO STRAIGHT TEEN RUSSIAN GIRLS FIND IN BOYS' LOVE DRAWN FICTION?

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Global world faces the phenomenon of liking Boys' Love Fiction (yaoi) in straight girls. The emergent interest of Russian heterosexual teens in Japanese visual arts with explicit male homoeroticism might be discussed in the perspective of gender/queer theory. Visual pleasure in watching romance and sexual relationships between androgynous male drawn characters is supposedly grounded in subconscious confrontation of an individual orientation towards liberal gender ideology with the current neoconservative normative gender policy in Russia. Seeing through lenses of individual gender construct is considered the core element of visual joy of erotic scenes in yaoi strip cartoons. To describe individual gender construct in straight teen girls identified as Boys' Love Cartoons Fans (main group of 90 fans and control group of 50 non-fans, mean age 17 ± 1). Methods were Survey at Google Forms with set of questionnaires – Male Role Attitudes Scale (MRAS; Pleck, Sonenstein, Ku, 1993), Gendered Personality Beliefs (Klyotsina, 2009), Masculinity/Femininity Psycho-Semantic Scale (Bessonova, 1994), self accounts on thoughts and feelings resulting from watching Boys' Love Drawn Fiction. Visual pleasure in Boys' Love fans

is based on both identification mechanism and exclusion of homosexual context. They are most attentive to male passion, sensuality, emotionality and romanticism expressed by yaoi characters. Fans are repelled by "womanlikeness", severity and using of violence. Watching yaoi cartoons and seeing boys in explicit carnal relations, girls feel heterosexual arose, romantic feelings, empowerment to overcome relational obstacles as well as stinging rebuke of tedium, dullness and gender disparity in normative routine heterosexual relations. Describing their femininity construct, Boys' Love female fans significantly closer, then control group, to the traits marked as masculine in normative gender ideology ($Z=-2.063$, $p=0,039$). The constructs of perfect male and female individuals are significantly closer to the traits marked as of neutral gender (for imagined males $Z= -2.994$, $p<0.006$ and for imagined females $Z= -2.449$, $p<0.014$). Yaoi fans have significantly higher level of normative masculinity rejection ($Z=-1.498$, $p=0,034$) and do not tend to assess males through the conservative ideology. Boys' Love cartoons make heterosexual Russian girls capable to empower their own egalitarian gender ideology confronting the neoconservative milieu.

PSYCHOSOCIAL VARIABLES AND QUALITY OF LIFE AMONG COLOMBIAN HYPERTENSIVE PATIENTS: DISCRIMINATION, SOCIAL POSITION AND THE MEDIATING EFFECT OF PERCEIVED STRESS

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Research has shown an increasing prevalence of hypertension worldwide, in which low and middle-income countries are the most affected. In Latin America, including Colombia, hypertension levels are not very encouraging as well. There is evidence that discrimination and stress are related and lead to poorer health results. Also, evidence shows an association between social position and perceived stress that leads to poorer mental and physical health-related quality of life (HRQoL). Given the dearth of research in this area from Latin America, the aim of this study was to investigate the relationships between socioeconomic position, perceived discrimination, perceived stress and HRQoL of patients with hypertension. The sample consisted of 258 patients from the baseline survey of the Social Determinants and Inequities in the Control of Blood Hypertension Program (ProDSICHA). HRQoL was measured using the SF-8 Health Survey. Objective socioeconomic position was measured using these indicators: occupation, education, and socioeconomic stratification. Subjective socioeconomic position was obtained using the MacArthur Scale of Subjective Social Status (Adler & Stewart, 2007). Discrimination was measured using the PERLA

questionnaire (Telles, 2014) and perceived stress was measured using the Perceived Stress Scale (Cohen, Kamarck & Mermelstein, 1983). 62.4% of the sample were women, and the mean age of participants was 58 years (SD= 6.5). Mean scores indicate an average social position perceived by the participants, and low levels of both perceived discrimination and perceived stress. Nonetheless, results showed very low levels of physical and mental health global scores. Between the HRQoL subscales, emotional role and social health showed the lowest means. Lower educational levels were significantly associated with a better perception of physical HRQoL (Coeff=-.61, p=.017). Moreover, higher socioeconomic strata (Coeff=.96, p=.016) and position occupied in the community (Coeff=.64, p<.001) were significantly associated with a better perception of physical HRQoL. Perceived stress did not mediate the relation between predictors and HRQoL as proposed in the model. None of the variables in the model were able to explain differences in mental health levels. Further work is necessary to better understand the role of perceived stress as a mediator variable. Also, it is important to further investigate factors affecting patients' mental health.

RELATIONSHIP BETWEEN RESISTANCE TO CHANGE AND LONELINESS OF QUEBEC UNIVERSITY STUDENTS

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Changes are an integral part of our society including the education community (Gather Thurler, 2000). Resistance to change is known to be one of the main reasons for failures in changes (Kotter and Schlesinger, 1979). The university environment is not immune; as even students can resist changes (Barack, 2017; Oreg, 2003). This resistance not only may result in negative emotions such as resentment, stress, fear, or anxiety, but also decrease the individual's affective commitment and performance (Armenakis et al., 2007). Loneliness is a factor affecting university students' quality of life, as often reported in research (e. g. McIntyre et al., 2017; Ozben, 2013; Stoliker and Lafrenière, 2015). In addition, loneliness is perceived by authors as a factor that may influence resistance to change (Harvey and Broyles, 2010; Martin and McGrevin, 1990; Smith and Scott, 1990). However, to the author knowledge no studies seem to study the relationship between these two concepts. Based on these considerations, the objective of this

study is to determine whether there is a relationship between loneliness and resistance to change among university students. Two hundred and ninety-four undergraduate university students participated in the study from the faculties of Physical Activity and of Education, and Schools of Business and of Engineering. The French-Canadian translation of the UCLA Loneliness Scale 3 (Lussier, 1992) and the cross-cultural validation of the Resistance to change scale (Loi Zedda, Thibodeau, Frenette and Forget, 2018) measured the concepts of loneliness and resistance to change respectively. The results reveal the existence of weak positive relationships between some dimensions of loneliness and some dimensions of resistance to change (correlations ranging from 0,19 to 0,25). These results are discussed in the light of the cognitive theory of loneliness (Perlman & Peplau, 1982) and the theory of resistance to change (Oreg, 2003).

THE STRUCTURE OF THE INTEGRAL INDIVIDUALITY OF THE SUBJECT OF DECISION MAKING

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The structure of the integral individuality of a person is a multi-level system of interdependent biologically and socially determined properties. A person realizes an individual method of decision-making, which is determined by the nature of the interaction and integration of multi-level properties in the structure of individuality. Identify the features of this interaction in individuals with different severity and a different combination of risk appetite and rationality when making decisions, is the purpose of the study. The sample consisted of students "Saratov State University"- faculties of psychology and economics of 1-4 courses, in the amount of 153 people (76 boys and 77 girls). Psychodiagnostic methods aimed at studying the multi-level properties of integral individuality were used: self-efficacy test questionnaire (J. Maddux, M. Scheer in adaptation A.V. Boyarintseva), questionnaire of formal-dynamic personality properties V.M. Rusalov, questionnaire "Style of self-regulation of behavior" (V.I. Morosanova), questionnaire of research on the level of impulsivity (V.A. Losenkov), method "Self-assessment of the propensity to extreme-risk behavior" (M. Zukkerman), questionnaire "Personality factors of decision making " T.V. Kornilova, a new

questionnaire of tolerance-intolerance to uncertainty Kornilova, test of frustration reactions of S. Rosenzweig in the modification N.V. Tarabrina; factor analysis using the application package "STATISTICA-8.0". Factor analysis revealed the presence of significant integration between the psychodynamic resource of the individual and his ability to self-regulate. Increasing the values of emotionality as a property of temperament entails an increase in impulsiveness in behavior, regardless of the sample. On the contrary, increased adaptability at the level of psychodynamics, reduces impulsivity and the desire for uncertainty. At the same time, the differences are associated with different expressions of flexibility of behavior and confidence in their own success in situations of uncertainty. Decrease in rationality entails an intensification of the non-adaptive striving for difficulties, the search for new and thrill sensations, and a fixation on the obstacles that arise when frustration arises. The obtained data can be used to teach students self-regulation skills and develop their own decision-making style based on an understanding of their own natural resources in order to control impulsive behavior in a decision-making situation.

THE PROBLEM OF LIFE SELF-DETERMINATION IN THE CONTEXT OF DIGITAL TRANSFORMATIONS OF SOCIETY

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In the context of the dynamic transition to the "digital age" the problem of one's personal meaningful regulation is particularly relevant. The influence of digital technologies on every sphere of our life is far beyond the ability of a man to master and control them. At the same time, "blindly" developing technologies gives rise to the problem of ontological uncertainty and the situation of living "on high alert." Although the problem of life self-determination involves a concrete and definite choice, people are forced to make a number of key decisions under conditions of uncertainty. The main objective of our research is to examine the contradictions of a person's identity under conditions of the digital age. The methodological strategy includes the principle of sociocultural determination, supplemented with the innovative concept of «enactivism». The principle of sociocultural determination shows that surrounding circumstances serve as determinants of one's life self-determination. The concept of "enactivism" indicates the effect of "the system's involvement in the environment," and how a person, striving for self-realization, changes both himself and the configurations of existing reality.

The concepts of attractor and emergence are important methodological tools. The attractor acts as the center of attraction and as an ideal that sets behavior patterns. The emergence reveals the significance of spontaneity and demonstrates that one's chosen behavior strategies depend on unexpected situational scenarios. Three groups of problems are considered in the article. First, rapidly developing technologies set the transpersonal mode of control and coercion and change the "type of self-regulation". Secondly, the change in the communicative basis of civilization causes a shift towards electronic forms of interaction. Cultural practices, based on literature, are pushed to the periphery. A new style of consumer behavior has arisen: on-line services, on-line communication. Thirdly, the dependence on new technologies generates a new type of "interactive" loneliness. A recluse, the so-called "hickey" or homo solus, is a lonely person who becomes an actor of the digital age. That leads us to a conclusion that under modern conditions a personal intention of "making one's life successful" is not worthy in the absence of digital skills.

ENGAGEMENT AND ACADEMIC FLOW IN COLLEGE STUDENTS: AN EIGHT-MONTH LONGITUDINAL STUDY

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The tendency to experience flow in academic setting is previously found to be positively associated to cognitive and behavioral engagement, and negatively to emotional (anxious) engagement. However, whether engagement predicts longitudinal changes in academic flow is still unclear, as well as the possibility that experiencing flow can increase students cognitive and behavioral engagement and decrease anxious engagement. Using a two-wave cross-lagged panel design, the current study examined cognitive, behavioral and anxious engagement and academic flow in 308 first year students of University in Zagreb over 8 months of studying at the university. Mean age of the sample participants equalled 19.61 (SD = 2.20), and 90.6% of the sample were females. Two questionnaires were administered to assess engagement and academic flow: an adapted version of the Swedish Flow Proneness Questionnaire (SFPQ; Ullen et al., 2012) and The Academic Engagement Scale (AES; Rován, Ljubin-Golub, & Petričević, 2016). Engagement and flow were assessed in two time waves: one month after beginning of the academic year, and

then after 8 months, at the end of the academic year. Structural equation modeling was employed to test a series of competing models: stability model, direct model, reversed model and reciprocal model. Results indicated that a model with a path from different paths of engagement at the beginning of the academic year to academic flow at the end of the academic year was the most parsimonious and provided acceptable model fit, suggesting that engagement is related to increasing flow experiences. However, only direct effect from behavioral engagement on academic flow was significant. Cognitive and anxious engagement were not related to subsequent flow experiences. Also, there was little support for a relationship between flow at the beginning of academic year and engagement at the end (reversed model), suggesting that experiencing academic flow is not related to subsequent engagement. Since academic flow has been found to be related to various positive outcomes (such as achievement and well-being) these results point to the importance of behaviorally engaging students at the beginning of their studies.

THE MEDIATING ROLES OF DIFFICULTIES IN EMOTION REGULATION STRATEGIES IN THE RELATION BETWEEN PERCEIVED STRESS AND SOMATIZATION

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The purpose of the current study was to investigate the indirect effects of perceived stress on somatization through difficulties in emotion regulation strategies, i.e., non-acceptance of emotional responses, difficulties in impulse control, lack of emotional clarity, difficulties in terms of emotional awareness, limited access to emotion regulation strategies, and difficulties in goal-directed behaviors. The data were collected from 799 participants via demographic information form, Brief Symptom Inventory, Perceived Stress Scale, and Difficulties in Emotion Regulation Strategies. In accordance with the purpose of the study, a parallel multiple mediation analysis was conducted with 5000 bootstrap samples. The results indicated that among difficulties in emotion regulation strategies, only difficulties in impulse control and

lack of emotion regulation strategies did mediate perceived stress-somatization relation. To state more precisely, as perceived stress increased, difficulties in impulse control and limited access to emotion regulation strategies increased, in turn, somatization increased. The findings suggested that the difficulties to engage in effective behaviors in dealing with the present emotions (i.e., difficulties in impulse control and limited access to emotion regulation strategies), rather than difficulties in focusing on the emotions (i.e., non-acceptance of emotional responses, lack of emotional clarity, difficulties in terms of emotional awareness), play an effective role in the association between perceived stress and somatization. Keywords: Perceived stress, somatization, emotion regulation, difficulties in emotion regulation strategies

IMPACT OF OBJECTIVELY MEASURED PHYSICAL ACTIVITY AND BODY COMPOSITION ON EATING BEHAVIOURS IN YOUNG ADULTS

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Data from nearly two million participants shows that globally more than a quarter of all adults were insufficiently physically active in 2016 (Guthold et al., 2018). Findings regarding the influence of physical activity on eating behaviors are inconsistent: some studies found that excess physical activity may predispose to health-compromising eating behaviors, while other results reported that low-level of physical activity can affect the development of inappropriate eating behaviors (Fortes et al., 2013). The objective of the present study was to examine objectively assessed physical activity and body composition, and to determine whether physical activity and body composition are predictors of emotional eating, uncontrolled eating and restrained eating behavior in young adults. The research was conducted in natural and in laboratory settings. Thirty five participants (Mage = 26.69 ± 5.61).MBMI 23.44 ± 4.50) were asked to wear an ActiGraph accelerometer at their waist 24 h/day for 7 consecutive days as well as to complete the Three-Factor Eating Questionnaire-R18. In addition, their body composition (e.g.

Body Mass Index (BMI), Waist-Hip Ratio (WHR), body fat percentage) was measured by bioelectrical impedance analysis. Regression analysis was used in order to predict eating behaviors in young adults. Low-intensity physical activity ($\beta = 0.349$; $p < 0.05$), sedentary behavior ($\beta = 0.369$; $p < 0.05$) and body fat percentage ($\beta = 0.351$; $p < 0.05$) were predictors of emotional eating. While, BMI ($\beta = 0.481$; $p < 0.01$), WHR ($\beta = 0.468$; $p < 0.01$) and body fat percentage ($\beta = 0.410$; $p < 0.05$) were factors that influenced uncontrolled eating. Finally, body fat percentage ($\beta = 0.345$; $p < 0.05$) had an impact on restrained eating behavior. Our findings broaden the current knowledge about the weekly physical activity patterns in young adults. Low physical activity levels increase inappropriate eating behaviors. We can suppose that moderate- or vigorous intensity physical activity may reduce overeating in order to relieve negative emotions and improve emotional flexibility. Furthermore, our study shows the need for physical activity intervention programmer to prevent emotional eating.

DOES LOVE MATTER? THE EFFECTS OF SOCIOECONOMIC STATUS AND SEX ON MATE SELECTION

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Mate selection is a dynamic process which depending on the changes of the individual, potential mate and the environment. According to the evolutionary social psychology studies, womens' and mens' mate selection criterias are different. While women focus on power, social status and money, men seem to focus on criterias that reflect the fertility of women, such as physical attractiveness, healthiness. Also, women prefer older partners, while men prefer their partners to be younger than themselves evolutionarily. The first objective of this study was to investigate the mate selection criteria in Turkey sample. Turkey is a country with the characteristics of both collectivist and individualist cultures and the population of young people is relatively high. The second aim of the study is to investigate whether the differences between the sexes in the mate selection criteria continue at different socio-economic levels. It is expected that the differences between the sexes will decrease according to the probability of the access to resources such as education, job. For this purpose, online data were collected from 423 heterosexual participants (female = 259, male =

164) via Mate Preference Questionnaire. This questionnaire, developed by Buss (1989) and used in many studies, was used to determine mate selection criteria of the participants. The mean age of the participants was 28.57. As a result of the analysis, women prefer 6.70 older mates than themselves on the other hand men prefer 7.15 younger mates than themselves. Both sexes have the highest averages in a dependable character, mutual attraction and love. However, it is seen that women pay more attention to resource indicator variables such as strong economic situation and appropriate social status, males have more importance on good cook and housekeeper, good appearance and chastity. When the data analyzed the data according to socioeconomic status categories, it is seen that there are differences between the sexes in low and middle groups in many mate selection criteria and in the higher groups the differences between the sexes are disappeared or decreased. The findings support the literature of evolutionary social psychology which will discussed in the presentation.

“MOTHER” OR “ANGEL”? INCREASING PROSOCIAL BEHAVIOR BY USING SUBTLE PRIMES

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Research has shown that cognitive accessibility might have important implications for social perception and behavior through subtle cognitive hints of such knowledge structures. Such subtle primes have been shown to affect a diverse set of constructs and behaviors. When the related literature is examined, it is suggested that the category of motherhood priming an altruistic nature. Furthermore, the results of the researches show that the concept of motherhood is strongly related with the concept of “compassionate love” containing feelings, cognitions, and behaviors that are focused on caring, tenderness, and a tendency toward prosocial behavior. In present research, it is expected that priming the concept of “motherhood” activates the schemes related to compassionate love which indirectly affects prosocial behavior. Thus, the main hypothesis of the study is compared to the participants in the control group who was primed with the concept of motherhood will have higher compassionate love level and this high level of compassionate love will affect their prosocial behavior tendency. The

thought-listing technique developed by Cacioppo et al. (1997) was used as a priming method in this study by adopting to the concept of motherhood. Two studies were conducted by using the same priming task to assess the effect of subtle priming on compassionate love (Study I) and prosocial behavior tendency (Study II). In the first study, Compassionate Love for Humanity Scale developed by Sprecher & Fehr (2005) was used to assess the impact of priming on compassionate love. Online data were collected via Qualtrics from two hundred participants. In the second study, a helping vignette will be used to assess prosocial behavior tendency. The data will be obtained from sixty students at Hacettepe University in Social Psychology Lab. Because of the ongoing process of the second study, the results of both studies will be discussed during the presentation. It is assumed that the research has contributed to the priming methodology. Furthermore, this research has advanced our understanding of the effect of priming on social perception and behavior.

THE ROLE OF PASSION FOR WORK IN THE SECONDARY TRAUMATIC STRESS IN INTENSIVE CARE UNITS

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Health professionals in intensive care units are constantly dealing with suffering, pain, illnesses and death of either patients or relatives. In this emotionally demanding context, it seems necessary to study the impact of these factors on intensivists, emphasizing their risk of suffering Secondary Traumatic Stress (STS). Moreover, it is important to highlight the role of passion for work of these professionals who deliberately choose, identify and enjoy working on and developing these caring tasks. The goal of the paper is to explore the Secondary Traumatic Stress (STS) and the Passion for Work in a sample of intensive care health professionals at the "Doce de Octubre" hospital in Madrid, as well as an exploration of possible predictors model of the STS. This is a cross-sectional design carried out in an intensive care unit at "Doce de Octubre" hospital in Madrid. The sample consisted of 103 intensive care professionals and we measured demographics (gender, years of experience and position) alongside STS, passion for work, job stressors, emotional effort, empathy and self-compassion. Network and hierarchical regression analysis revealed that: a) For STS symptoms, work

stressors and empathy showed a positive influence, while years of work experience show a negative influence, thus being a protective factor; but interestingly, b) for compassion fatigue (a core component of STS), years of work experience showed an opposite influence, while harmonious passion showed a negative influence; c) for shattered assumptions (another dimension for STS), emotional effort and empathy showed a positive influence. This innovative work highlights relevant insights towards preventing STS development. More concretely, work stressors, empathy and emotional effort were flagged as risk factors for STS. Nevertheless, harmonious passion and years of work experience were flagged as protective factors. However, this last variable showed ambiguous evidence, showing protective influence for STS symptoms but risk influence for compassion fatigue. We could highlight the establishment of the empirical bases on the study of STS in intensive care professionals, being a first step for more in-depth research for establishing models, and designing future intervention programs aimed to improve health professionals' wellbeing and quality care.

COGNITIVE AND AFFECTIVE ROUTES TO POSITIVE AGE STEREOTYPING: EFFECTS OF AN INTERGENERATIONAL ENCOUNTER PROGRAM

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Elderly people living in nursing homes often lack opportunities to interact with young people and to engage in a generative way (i.e., passing on knowledge and life experiences to the next generations). Young people might benefit from such generative behavior, too, as they are encouraged to reflect on and clarify their personal interests, competencies, values, and goals. Overall, generative behavior should improve young and old people's image of the other generation. The current study explores the impact of an intergenerational generativity-focused encounter program on the elderly

participants' (nursing home residents; N = 62) view on "the young" as well as the younger participants' (N = 59) view on "the old." The closer the participants evaluated the intergenerational contact across the ten group sessions (ten groups with five to six old and young participants each), the more positive was their view on the other generation at the end of the program. This pre-post increase was mediated through the subjective experience of learning from each other (the cognitive route) but not the experience of warm interpersonal contact (the affective route).

WHY DO SOME COLLEGE STUDENTS LEARN LESS THAN 6-YEAR-OLDS?

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Nowadays, many students struggle with academic tasks at school even though they have not aptitude or psychological problems. Moreover, some university students also exhibit difficulties in their academic learning. Through a Category Learning Test (CLT), we assessed the level of learning and the execution patterns showed while solving the task of 466 children between 6 and 11 years old and 86 adults. We found that one-third of the children and one-third

of the adults failed to learn the categories. The results showed that participants who did not learn acted more disorganized and quickly than participants who did learn the categories. Therefore, speed and organization appear to be decisive variables in category learning. Furthermore, we consider that these students could be behaving in the same way when undertaking their academic tasks and therefore might experience difficulties in overcoming them.

CONVERGENT VALIDITY OF TWO OBJECTIVE LEARNING TESTS

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Santacreu and Quiroga (2016) and Casadevante et al. (in press) assessed two large samples of children aged between 6 and 12 using the Category Learning Test (CLT). They found the presence of different learning groups: one-third of the participants did not learn during the task, another third did learn progressively throughout the trials and the remaining third learned quickly from the first trials. Learning in the task was related to an organized pattern of resolution and to a moderate speed response. The aim of this work is to check whether in a new and simpler learning test, the Treasure Forest Test (TFT), we find the same results. In addition, we intend to check whether learning in the TFT is related to learning in the CLT. Furthermore, we aim at analyzing whether also in this new test, the response speed and the organization are

influential variables in learning. With this purpose, we assessed 85 university students using both tests. The results showed that there were no significant differences between the learning group in which the participants fitted in both tasks, meaning that those who learned in one test also learned in the other. In addition, when analyzing the FTF, we observed a high and significant correlation between learning and organization and between learning and response speed, but in this case, negative. Therefore, the response speed and the organization were also determining variables for learning while solving the FTF. We consider that these discoveries reinforce those found by the researches that used the CLT, since it is demonstrated that it is not an intrinsic phenomenon of this task.

HOW EMOTIONAL INTELLIGENCE MANIFESTS ITSELF IN CONFLICT INTERACTION PREFERENCES IN RUSSIA AND IN THE NETHERLANDS?

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Emotional intelligence as ability to process emotional information [Mayer et al, 2008] is considered one of the central predictors of conflict management styles [Gunkel et al, 2016]. Emotional intelligence is related to cooperation preferences [Schutte et al, 2001] as well as to problem-solving orientation in conflicts [Derevianko, 2009]. Meta-analyses revealed that people with high emotional intelligence are more constructive [Schlaerts et al, 2013] and productive [Jordan and Troth, 2004] in conflict management. Emotional intelligence had a positive effect on obliging, compromising and integrating in cross-cultural study [Gunkel et al, 2016]. However we still do not know how manifestation of emotional intelligence in conflict differs in different culture context. The goal of the study is to investigate how does emotional intelligence manifestates in conflict interaction preferences in two culture contexts: Russia and the Netherlands. N. Schutte's questionnaire is applied to measure emotional intelligence [Schutte et al, 1998]. Behavior conflict scenarios, composed by D.Wigboldus, E. Sinelnikova [Sinelnikova, 2015] are applied to study conflict interaction preferences. Conflict situations include violation of norms or obligations. 146 Russian students [59, 6% female, mean age

20,15] and 125 Dutch [66,4% female, mean age 21,62] students participated in the study. Emotional intelligence predicted positive preferences in constructive manifestation of feelings and position in Russian ($\beta=0.3$, R-square=0.09, $p<0.001$) and Dutch ($\beta=0.249$, R-square=0.062, $p<0.01$) sample. Russian and Dutch students with higher indicators of emotional intelligence evaluated the tactic higher than Russian and Dutch students with lower indicators of emotional intelligence. Emotional intelligence predicted proposal of cooperation in conflict in Russian sample ($\beta=0.42$, R-square=0.18, $p<0.001$). Russian participants with higher indicators of emotional intelligence evaluated the tactic higher than Russian participants with lower indicators of EI. Emotional intelligence predicted irony in Dutch sample ($\beta=0.22$, R-square=0.048, $p<0.05$). Dutch students with lower indicators of emotional intelligence evaluated the tactics higher than Dutch participants with higher indicators of EI. The role of emotional intelligence in facilitating of constructive feeling expression is universal for both cultures. However emotional intelligence manifestates in cooperation preferences only in Russia, and in negative irony preferences in the Netherlands.

CANCER CARERS AS 'SECOND ORDER PATIENTS': EVIDENCE FROM TWO QUALITATIVE RESEARCH PROJECTS

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Cancer care is a dynamic process that depends largely on the availability and capacity of family members to assist diagnosed patients. Despite the vital contribution to the health and wellbeing of the nations, carers' health related needs are often omitted from healthcare services planning and delivery. Family carers have been referred to in the literature as a 'high-need' subgroup or 'second order patients', as they themselves may be living with chronic health problems and limitations in psychological functioning. This study brings a heightened awareness of the cancer diagnosis as a significant factor in understanding carers' physical and psychological (ill) health. Data from two qualitative studies (47 participants) were collated. Data were collected through in-depth interviews with twenty seven Romanian parents of children diagnosed with hemato-oncological diseases (3 fathers; 24 mothers; age range 32-54) and in-depth interviews and two focus groups with carers residing in the East Midlands of England (4 males; 16 females; age range 37-76). Data were thematically analyzed to identify

common and unique themes relating to carers' physical and psychological (ill) health. Common themes described the experiences of isolation, shutting down own life, depression, sleep deterioration, exhaustion and carers' needs not being addressed. Unique themes were identified in the Romanian sample, such as suicide risks, being a donor for own child and not affording medication. Adverse effects on family functioning were noted in both samples, such as: altered communication with family members, separation and difficulty to cope with other family members' needs. Two unique consequences were highlighted by the UK (hiding own cancer diagnosis from family members) and Romanian participants (dysfunctional parenting). This study has identified carers' health-related concerns and impact on family functioning following cancer caregiving. It highlights the need of family systems approaches to caregiving in which family members' needs and hidden challenges throughout the illness journey should receive priority in research and clinical practice.

IMPORTANCE OF SOCIAL SUPPORT ON YOUNG ADULTS' WELLBEING: HOW CAN COPING MECHANISMS ADVANCE LIFE SATISFACTION?

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The person's belief in physical and emotional support that can be taken from his family, friends or people he cares about in difficult times is an important protective mechanism against stress. Studies to identify protective factors highlight that social support and coping strategies are processes that can help reduce anxiety. The main objective of the current study is to investigate how dormitory life affects subjective well-being, anxiety levels, and perceived social support. Another aim of the research is to examine predictors of life satisfaction and anxiety level of young adults. This study also aims to examine whether students' coping strategies differ according to residency status. The sample comprised 206 university students (N=89 women, 116 men) were administered Ways of Coping Inventory, The Multidimensional Scale of Perceived Social Support, Satisfaction with Life Scale, and Beck Anxiety Inventory. As expected, there was no significant difference in perceived social support, anxiety level and life satisfaction among students staying in dormitories and living with their family/relative/friends. One-way ANOVA findings indicate that the self-confident

approach, one of the active coping strategies, differs between those living with family and staying in the dormitory. The self-confident coping scores of the students living with their parents ($\bar{x}=21.92$) are found to be significantly higher than those of the dormitory ($\bar{x}=20.18$). Submissive and helpless styles of passive coping mechanisms also differ according to residency. Passive coping strategies are used more widely among students staying in dormitories. Hierarchical regression results showed that gender, helpless and self-confident coping, anxiety, and perceived social support made significant contributions to variance in life satisfaction scores. The most relevant variable with life satisfaction is perceived social support ($r=.505$). On the other hand, helpless coping is the highest predictor of life satisfaction scores ($\beta=-.507$). Dormitory life seems to provide social support to students. The level of perceived social support, self-confident coping and anxiety levels seem to affect the psychological well-being of young adults. Supportive efforts to improve coping strategies may increase subjective well-being.

INFLUENCE OF PERSONALITY TRAITS ON THE COGNITIVE STATES OF STUDENTS

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Nowadays, there is a gap in the research of the relationship between cognitive psychological states and personality traits in the course of learning activities of students. The most important task in the field of psychology is the development of methods for the actualization of cognitive states, as well as the determination of their functions in the course of human activity. The influence of personality traits on cognitive states is mediated by both the intensity of learning activities and the interaction of the personality traits themselves.

The study was conducted on students of the Institute of Psychology and Education of Kazan Federal University, in total – 90 people of both sexes, aged 19–22 years. The study of cognitive states was carried out in the course of students' learning activities: during lectures and exams.

The following techniques were used in the work: 1. Questionnaire of the temperament structure (OST) of V.M. Rusalov. 2. The five-factor personal questionnaire (The Big Five) of P. Costa and R. McCray. 3. Orientation questionnaire of B. Bass. 4. Questionnaire of cognitive states of A.O. Prokhorov and M.G. Yusupov.

It is revealed that in the everyday situation of educational activity (on the lecture) the most frequently experienced states are thoughtfulness,

interest and concentration, whereas in a tense situation – mental stress, doubt and concentration. The state of concentration is typical for both situations of educational activity.

In an everyday situation, the state of thoughtfulness is observed in individuals with high self-control and prevails in friendly, open-minded and emotionally stable students with a focus on the task. Students with high social energy, social pace and focus on themselves experience the state of interest.

At the same time, in the exam situation students with increased energy, extraversion and focus on the task experience the state of mental stress. Students with high plasticity, self-control and expressiveness experience the state of concentration.

The state of concentration is equally often experienced in both situations of learning activity. Revealed the influence of self-control and social pace traits on the state of interest in the lecture and the concentration state on the exam.

The study was carried out with the financial support of the Russian Foundation for Basic Research, project No. 19-013-00325.

THE EFFECT OF DEMOGRAPHIC FACTORS ON THE LEVEL OF COMPASSION FATIGUE EXPERIENCED BY PASTORS

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'Compassion fatigue' occurs when levels of compassion gradually decrease in an individual over time, owing to intense care being expended towards others in need (Khan, Khan & Malik, 2015). Comprised of burnout and secondary traumatic stress (Stamm, 2010), its symptoms include physical and emotional trauma (Glicker & Robinson, 2013), lowered self-efficacy and confidence, hopelessness, insomnia, withdrawal, and a negative attitude towards life (Khan et al., 2015). This study aimed to answer the research question, "Do demographic variables account for variance in levels of compassion fatigue?". Pastors were chosen because ministry is a 'helping' profession (Stamm, 2010) that causes pastors to experience physical and spiritual exhaustion (Krejcir, 2007), burnout, and depersonalization (Evers & Tomic, 2003; Francis, Loudon, & Rutledge, 2004). Methods: This quantitative study surveyed 272 South African pastors by means of non-probability sampling. Four denominations were sampled, namely Anglicans, Catholics, Pentecostals/Charismatics, and Dutch Reformed church pastors (i.e. the 'Nederduitse Gereformeerde' church). The burnout and secondary traumatic stress subscales of the Professional Quality of Life Scale (PQOL) were utilized. Multivariate analysis of variance

(MANOVA), one-way analysis of variance (ANOVA) and post-hoc Scheffé's tests served as the inferential statistical tests. Ethical considerations included anonymity, informed consent and voluntary participation. The study revealed that older pastors, female pastors, and those working within the Dutch Reformed denomination experience significantly higher levels of compassion fatigue, burnout, secondary traumatic stress, compassion entrapment, vicarious trauma and/or traumatic exhaustion compared to younger pastors, male pastors and those from the remaining denominations under study ($p < 0.05$). No significant differences across educational levels, tenure or marital status were observed ($p > 0.05$). Work overload and emotional strain from leadership and counselling are related to compassion fatigue, congregational detachment, aggression at home and borderline alcohol abuse (Snelgar, Renard & Shelton, 2016). Tailored interventions should therefore be developed for Dutch Reformed pastors to address their spirituality and resilience. Female pastors and those over the age of 58 would benefit from heightened time in prayer, rest and meditation; and should dedicate time to connect with their families and develop healthy personal relationships, to counter the negative effects of compassion fatigue.

NONPROFIT EMPLOYEES' PERCEPTIONS OF INTRINSIC REWARDS AND INTRINSIC MOTIVATION ACROSS FOUR COUNTRIES

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Non-profit organizations (NPOs) seek to benefit communities, and their employees' motivations to contribute to social change plays an integral role in achieving this purpose (Brandi, 2012; Forbes, 2013). This study determined whether culturally diverse NPO employees are intrinsically rewarded and motivated by their work. The research question was, "Do significant differences in intrinsic rewards and motivation exist across NPO employees working within Australia, Belgium, South Africa (SA) and the United States of America (USA)?" The quantitative questionnaire comprised of the Intrinsic Work Rewards Scale (five factors: Meaningful work; Challenging work; Flexible work; Varied work; Enjoyable work) and Intrinsic Work Motivation Scale (three factors: Personal connection to one's work; Personal desire to make a difference; Personal desire to perform) (Renard & Snelgar, 2016; 2018). Non-probability sampling accessed 587 NPO employees distributed fairly equally across Australia, Belgium, SA and the USA. Data was analyzed using multivariate analysis of variance (MANOVA) and one-way analysis of variance (ANOVA). Responses were anonymous and informed consent was obtained. South African respondents experienced significantly higher

levels of meaningful work and intrinsic motivation than Australians, Belgians or Americans, and more challenging work compared to Australians and Belgians ($p < 0.05$). They were more personally connected to their work and held a stronger personal desire to make a difference and personal desire to perform than respondents from the remaining countries. NPO employees within developing countries might be motivated more strongly from within themselves owing to the meaningful nature of their work. SA's struggling context of poverty alleviation, child welfare, health care and education might potentially allow them to influence communities and society in a multifaceted manner. That said, employees' desires for valuable work should be universal in motivating them no matter in what country they work (Luthans, 2005). Further sources of motivation that might have influenced inter-country motivation differences are national culture (needs, beliefs and values); societal norms (achievements and work ethics); and environmental factors (education and legal systems) (Steers & Sanchez-Runde, 2002). A recommendation is that managers should select employees who demonstrate altruistic values and benevolent dispositions for NPOs to fulfil their prosocial missions (Grant, 2007).

ATTITUDES TOWARDS TRANS PERSONS: A COMPARISON BETWEEN MENTAL HEALTH PROFESSIONALS AND THE GENERAL POPULATION

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Individuals who transition from their natal sex to their preferred gender identity violate the socially constructed ideas of gender roles. This often results in experiences of fear, discrimination, and violence. The current study aimed to investigate the attitudes toward people who identify as trans by comparing the gender ideologies (as measured by heteronormative attitudes) and transphobia in mental health professionals and the general population. Several hypotheses were made, including that there would be a positive relationship between heteronormative attitudes and transphobia, that personal contact with trans persons would be a moderator of this relationship and also reduce the levels of transphobia, and that mental health professionals would exhibit lower levels of transphobia than the general population. The sample consisted of 454 Australian adults who responded to an online survey consisting of a demographic questionnaire, the Genderism and Transphobia Scale (Hill & Willoughby, 2005), the Heteronormative Attitudes and Beliefs Scale (Habarth, 2015), and a short survey regarding their personal contact with trans persons. Of the

participants, 152 identified as mental health professionals (primarily psychologists, counsellors, social workers, and youth workers) and 302 identified as part of the general population. A between-groups design was employed and the data were analyzed using correlational, comparative, and moderation statistical analyses. The results indicate that mental health professionals display lower levels of transphobia than the general population, that heteronormative attitudes are positively correlated with transphobia, and that personal contact reduces transphobia. Furthermore, in contrast to previous studies, there were no observable gender differences in levels of transphobia in this sample. In the context of the existing literature, the results of this study indicate that transphobia in Australia is gradually reducing. Implications for maximizing therapeutic outcomes in psychological practice with trans persons are discussed, including implications for professional development and for inclusive approaches. Finally, suggestions for further research in the area of attitudes toward trans persons and mental health professionals are made.

A RELATIONAL MIND: CHOOSING FOR OTHERS INCREASES WEIGHT OF COMPARATIVE UTILITY

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How to make tradeoffs between absolute and comparative utilities is a central question to social psychology and judgment and decision making. The current research investigates the differences in weight that individuals assign to absolute and comparative utilities when making decisions for themselves versus others. We propose a relational mind in choosing for others that fosters stronger preferences for immediate satisfaction from decision recipients. Given that comparative (vs. absolute) utility is more likely to promote immediate satisfaction, we hypothesize that choosing for others (vs. oneself) will increase weight of comparative utility. In study 1, 176 university students were recruited. They chose between two conflicting options either for themselves or for their friends. The results revealed stronger preferences for low-absolute-high-comparative-utility options over high-absolute-low-comparative-utility options when choosing for friends than when choosing for oneself. In Study 2, we manipulated absolute and comparative utilities orthogonally to identify which utility was influenced by decision target. One hundred and eighty-five university students were randomly assigned to one condition in a 2

(decision target: self or other) × 2 (absolute utility: high or low) × 2 (comparative utility: high or low) mixed design, where the first factor was varied between-subjects and the latter two were varied within-subjects. The results showed that choosing for others increased importance of comparative utility but did not decrease importance of absolute utility. In Study 3, 182 university students made choices that would have real consequences either for themselves or for their friends. The hypothesized self–other differences were replicated. In Studies 4 and 5, we recruited 270 and 263 university students respectively to test the underlying mechanism of this effect. The results demonstrated that self–other differences disappeared or diminished when reactions from decision recipients were not visible to decision makers or the relationship between the recipients and decision makers would be unaffected, suggesting that self–other differences in weight of comparative utility were derived from a relational mind of choosing for others. Taken together, these findings highlight interpersonal causes of self–other differences in decision making.

DOES (G) FACTOR PREDICT THEORY OF MIND ABILITIES IN SCHIZOPHRENIA?

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Schizophrenia is one of the major diseases that disrupts social cognitive and neurocognitive abilities. Theory of mind (ToM) is one of the specific areas of social cognition and it is the ability to understand that others have different mental states and make inferences based on the content of such mental states (1). Nowadays, it has become an interesting area in order to examine the effects of ToM and cognition in schizophrenia. In our study, it was hypothesized that neurocognitive functions could predict the theory of mind abilities in patients with schizophrenia. The study included 47 patients with schizophrenia and 26 healthy volunteers with similar age, gender, and education level and their written and oral consents were received. In order to evaluate the theory of mind "Reading Mind in the Eyes Test-RMET" and "Hinting Task" and to assess neurocognitive abilities, neurocognitive test battery was used. The relationship between social cognitive and neurocognitive functions was investigated by Pearson correlation analysis and a Linear regression model was applied in order to predict ToM based on (g) factor. Statistically significant

correlation was found between the theory of mind abilities and neurocognitive abilities in both groups. Linear regression analysis showed that general intelligence (g factor) can predict ToM abilities. In schizophrenia patients, a significant regression equation was found as ($F(1,45)=8.341$, $p<0.006$) with an R^2 of 0.40 and in healthy controls the equation was ($F(1,24)=6.040$, $p<0.022$) with an R^2 of 0.45. There is a consensus that basic neurocognitive processes such as attention, memory, and executive functions are necessary for social cognition (2). Theory of mind works with many basic cognitive processes and affects behavioral responses. In the light of our findings, it becomes possible to imply that general intelligence can predict ToM abilities. There is a need for interventions aimed at improving neurocognitive and social cognitive skills and minimizing the impact of the disorder. References: 1) Brüne M (2006) Theory of mind-evolution, ontogeny, brain mechanisms and psychopathology. *Neurosci Biobehav Rev* 30 (4)437-455 2) Couture SM et al., (2006) The functional significance of social cognition in schizophrenia: a review *Schizophrenia Bull* 44-63.

ACADEMIC RESILIENCE AND STUDENTS' WELL-BEING

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Studies with college students found that well-being (both hedonic and eudaimonic) is positively related to various positive academic outcomes, thus making students well-being the worthwhile research topic. Since students at the university face different difficulties and challenges, the main aim of this study was to assess to what extent academic resilience contribute to their well-being. Academic resilience is defined as a capacity to overcome acute and/or chronic adversity that is seen as a major threat to a student's educational development (Martin, 2013). The sample comprised 168 first year female university students at the University of Zagreb. Several questionnaires were administered to assess academic resilience and well-being. The Academic Resilience Scale-30 (ARS-30) – as a measure of academic resilience, based on student responses to academic adversity, has three subscales: perseverance; reflecting and adaptive-help-seeking and negative affect and emotional response (Casidy, 2016). Measures of well being included The Satisfaction With Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), Academic Satisfaction Scale (Schmitt et al., 2008), Academic Flourishing Scale

(Rijavec & Ljubin Golub, 2017) and School Burnout Inventory (SBI; Salmela-Aro et al., 2009) as an indicator of ill-being. Four linear hierarchical regression analyses were conducted with academic resilience variables as predictors and well-being variables as criteria variables. Academic resilience variables explained 5 to 31% of total variance of well-being variables. Adaptive-help seeking was the only significant predictor of both life and academic satisfaction. The more students tend to seek help in the situations of academic failure, the higher is their hedonic well-being (in terms of both academic and life satisfaction). For eudaimonic well-being (academic flourishing) as well as burn-out the only significant predictor was negative affect and emotional response. The more students tend to towards negative affect and emotional response in the situations of academic failure, the lower is their academic flourishing and higher burn-out. The results of the study point to the different importance that have the specific components of academic resilience for various types of well-being and the need for students an education and training for increasing academic resilience and in turn their well-being.

THE EFFECTS OF A REHABILITATION PROGRAMME FOR YOUNG ADULTS EXCLUDED FROM WORKING LIFE. AN EVALUATION STUDY

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The main aims of the current study were (1) to evaluate the effects of a rehabilitation programme for marginalised young adults with psychosocial problems who have fallen out of working life and school, (2) to examine how psychological indicators were associated with the length of the training period and occupational status after discharge from the programme, and (3) to estimate reduction in direct costs of disability benefits due to programme success. The programme is based on motivational interviewing and a problem solving focused approach. The sample consisted of participants of the rehabilitation programme (n = 65). Self completion questionnaire data were collected in the start-up phase, the mid-phase and the terminate phase of the programme. Data collections have been carried out annually from year 2011 to 2017. The response rate was near up to 100 per cent. The results showed that the specific evaluations and satisfaction with the programme was very high. GLM with repeated measures based on EM – estimates showed self-efficacy, empowerment, well-being and the participants' judgement of their own future

prospects changed in a positive direction. Social anxiety was also reduced. A total of 48 per cent of the participants managed to get a job after discharge from the programme. Hierarchical logistic regression analysis showed it was primarily the length of the training period which explained who were included into working life. SEM-analysis showed that psychological indicators expected to be associated with the programme's success, significantly predicted the length of the training. Short periods of training and training periods exceeding two years seemed to be associated with a lower success rate. The most ideal length of training seemed to be between 12 to 20 months. The total savings of direct costs by working life participation and avoidance of permanent disability pension may be around NOK 200 mill. (21 mill. Euro) from discharge from training until achievement age limit for retirement. The results of the study are promising when it comes to the continuation of the programme and is a supplement to an evaluation of working life success for persons previously enrolled into the programme.

SUBSTANCE ADDICTION AND LAW RELATION IN AN OBLIGATORY THERAPY PROCESS

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Despite the increasing legal regulations on the prevention of addiction, there is social discourse that subject should reach pleasurable substances and deserve them. In current study, relationship between substance addiction and law was analyzed within a therapy process within a qualitative approach based on Lacanian Discourse Analysis. In this approach, instead of analyzing the similarity and repetition of the words in the classical discourse analysis; it is focused on the contradiction, absence, time when semantic change and incoherency occur, and positions where the subject speaks related with the Other. In addition, cultural and historical configuration of speech should be considered. For this aim, three session in the therapy process that conducted with a patient who was sent to the substance addiction prevention center as a

result of legal regulations were chosen. Total of 154.67 minutes audiotapes were transcribed and coded in accordance with the qualitative methodology. Accordingly, in the therapy process which carried out in the absence of trust and lack of demand (as an obligatory process of state), the power and authority positions between therapist and patient were significantly affected. Additionally, the place of addiction in the subject relations was shown more crucial issue instead of what the substance itself was. Moreover, in cases where suspicion about substance abuse becomes an object of pleasure, therapist should be mediates the analysis on suspicion, rather than being associated with the subject on this suspicion. In the last part, clinical application of substance addiction will be discussed in the light of social discourse.

FACEBOOK USE MOTIVATION AND WELL-BEING: A SELF-DETERMINATION THEORY PERSPECTIVE

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In the present study we investigated the association between daily Facebook use, motivation behind Facebook activities, and daily well-being from a Self-Determination Theory perspective. We hypothesized that more autonomous Facebook use would be associated positively with daily well-being, and this association would be mediated by basic need satisfaction on Facebook. Seventy-one participants completed daily records over 14

days and reported their motivation for engaging in four different Facebook activity categories, their need satisfaction on Facebook, and their daily well-being. Results showed that daily autonomous motivation for Facebook use was associated positively with daily well-being. Moreover, the association between autonomous Facebook use and well-being was mediated by need satisfaction on Facebook.

INTERPERSONAL SENSITIVITY, LONELINESS AND IMPULSIVITY AS PREDICTORS OF SMARTPHONE ADDICTION AMONG UNIVERSITY STUDENTS

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Besides their benefits and easiness they brought in our lives; smartphones have the potential to create problems like misuse of the phones, disruption of social relations, and risk of addiction (Gönül 2002, Kwon et al, 2013; Young, 2004). In many ways smartphone addiction is similar to internet addiction, and it contains the characteristics of other technology and behavior addictions (Cha and Seo, 2018). It seems to be a growing problem especially for the adolescents and youngsters. In this study we aimed to understand the role of interpersonal sensitivity, loneliness and impulsivity on smartphone addiction among the university students. We believe that determining the potential antecedents and risks for smartphone addiction might help the families and professional to take some precautions for this problem. With this purpose, we gathered data from 200 university students that continue their undergraduate education at the universities located in İstanbul. Smartphone Addiction Scale (Kwon, 2013) which was adapted to Turkish by Demirci et al. (2014); UCLA Loneliness Scale which was developed by Russell, Peplau and Ferguson (1978) and translated to Turkish by Demir (1989); The Interpersonal Sensitivity Measure (IPSM) of Boyce, and Parker (1989) that was validated for

Turkish Culture by Doğan and Sapmaz (2012); UPPS Impulsive Behavior Scale (Whiteside and Lynam, 2001), that was translated to Turkish by Yargıç, et al. (2011); and demographic information form were completed by the participants. The multiple regression analysis showed that Interpersonal Sensitivity scores (β : .218, t :3.822, p <.01), and Impulsivity scores (β :.191, t :2.833, p <.01) significantly predicted Smartphone Addiction Scores of university students (R^2 :.10, F :8,026, p <.01). We also analyzed the predictiveness of subdimensions of these two variables on Smartphone Addiction. For Interpersonal Sensitivity, Interpersonal Worry and Dependency dimension explained the variance in Smartphone addiction scores (β :.293, t :4,308, p <.01) (R^2 :.09, F :18, 556, p <.01). For Impulsive Behavior, Sensation Seeking (β :.179, t :3.149, p <.01) and Urgency (β :.591, t :10.378, p <.01) dimensions significantly predicted the smartphone addiction (R^2 :.469, F :87.015, p <.01). The results indicated that interpersonally sensitive and impulsive students seemed to be more prone to smartphone addiction; and parents and psychologists dealing with adolescents can consider these variables as potential risk factors for smartphone addiction.

DYNAMIC PSYCHOTHERAPY: THE THERAPEUTIC PROCESS IN THE TREATMENT OF OBSESSIVE-COMPULSIVE DISORDER

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Dynamic Psychotherapy (DP) was developed out to overcome the traditional psychoanalysis limitations, responding to a broader demand of patients who seeking help to cope with specific problems in a short-term, such as Obsessive-Compulsive Disorder (OCD). OCD is a chronic disabling mental disorder that leads to substantial distress, functional disability and severe occupational and social impairments. Recognizing the literature gap in this field, and the improvements reported by dynamic therapists who have seen patients with OCD (Leichsenring & Steinert, 2017), a study on the treatment of these patients was conducted in order to discuss the effects of this technique. This study included two phases: (1) a systematic review in the ProQuest Psychology Journals and Web of Sciences databases with the keys words "Dynamic Psychotherapy", "obsessive-compulsive and psychotherapy", and "obsessive-compulsive and psychoanalysis". The aim of this review was identifying studies on the DP, mainly regarding the mechanisms adopted in the treatment of OCD. (2) the therapeutic processes of two patients diagnosed with OCD, in order to verify

and discuss the mechanisms often mentioned by literature and the effects of DP in the treatment of OCD. The identified studies in the review presented a heterogeneity of therapeutic interventions in the treatment of OCD. Regarding DP, the therapist active stance is referred as essential to encourage patient to face feared situations, identify the core conflict and address obsessive-compulsive behaviors. The both patients who were treated through DP presented similarities, such as high anxiety, feeling of guilt and inhibition of aggressive and sexual impulses. Through emotional exploration, confrontation of defensive functioning and interpretative interventions of inner conflicts, the both patients had reached awareness of their hidden feelings and experiences, as well as their symptoms and guilt feelings decreased, and they had significant improvement in their interpersonal relationships. The current study pointed DP may produce good outcomes in the treatment of OCD. Furthermore, the scarcity of research on the treatment of OCD through DP makes this study even more relevant. It is expected that these findings may encourage more empirical research on this field.

ON NONEXISTENCE OF "EXPLORATORY BEHAVIOR" IN ANIMALS

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At the IX International Psychological Congress held in Jena in 1925, Edgar Rubin put forward the thesis, which caused great controversy in psychology: there is no attention! Now we are going to put forward the alike thesis in respect of the so-called exploratory behavior (at least, in animals): it does not exist. To be more precise: an exploration in animals is not an independent activity (or a certain kind of behavior), initiated by a specific motive (research drive, curiosity). We affirm: the so-called "exploratory behavior" of the animal is the moment of restructuring of any kind of its activity, when the previous ways of solving urgent tasks of its vital activity do not "work". This understanding of exploratory behavior allows us to resolve a number of contradictions in its research: 1) to dismiss the traditional dichotomy of "novelty" either as "objective", set from the outside environment or by the experimenter, or as determined by the subject itself on the basis

of past experience thus allowing us dismissing the division of exploratory behavior into "active" and "passive" activity; 2) to dismiss the contradiction between the traditional experimental studies (taking the animal out of the natural context to demonstrate a behavioral phenomenon interesting from the theoretical point of view) and the ethological approach methodology, where the research behavior is viewed outside the context of individual development as an evolutionarily fixed (species-specific) characteristic; 3) to dismiss the false opposition of the motivational and cognitive aspects of the exploratory behavior, since in any animal activity, according to the theory of A.N. Leontyev, the motivational and operational-technical components always exist in inseparable unity. Like Rubin, we prove and illustrate our thesis with specific studies of animal behavior.

EXAMINATION OF THE RELATIONSHIP BETWEEN PERCEIVED PARENTING AND CONFLICT TACTICS: THE ROLE OF EMOTION REGULATION

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According to the existing evidence from the related literature; perceived parenting styles during childhood are associated to depression, internalization and externalization problems, aggression, deficits in emotion regulation, emotional and behavioral adjustment problems and partner violence. The aim of the current study was to examine whether emotion regulation strategies and emotion regulation difficulties effects the relationships between conflict tactics and perceived parental rejection/coldness, parental warmth/acceptance, parental overprotection.

The study was conducted with 296 participants (202 female, 94 male), from Mersin province, whose ages ranged between 18 and 40. All participants completed the Demographic information sheet, Parental Bonding Instrument (PBI), Emotion Regulation Questionnaire (ERQ), Difficulties in Emotion Regulation Scale (DERS), and Revised Conflict Tactics Scale (CTS2). Data was analyzed via SPSS 21.0.

It was assumed that, the effect of perceived low parental care/warmth and high overprotection on being the victim of violence in romantic relationships for female participants and on

being the perpetrator of violence in romantic relationships for male participants will be mediated by emotion regulation difficulties and negative emotion regulation strategies. The results of the current study did not meet our expectations. One of the reasons for this could be the number of participants (was lower than the planned number). Another reason could be the age of the participants. As the age of the participants increases the possibility of being exposed to partner violence for women and perpetrating partner violence towards women for men also increases. The mean age of the participants for the current study was found to be respectively low (26.82 for women, 26.85 for men). We assumed that high parental control will be perceived as a negative thing (as it is perceived in other cultures) and will effect emotion regulation strategies and also will be associated with emotion regulation difficulties. But especially for female participants perceived paternal overprotection/control was perceived as a positive thing and it was negatively correlated with being exposed to sexual coercion. We are planning to reach more and older participants. After reaching at least 300 participants for each group (male and female) the analyses will be repeated with lisrel.

THE EXAMINATION OF THE ASSOCIATION BETWEEN META-EMOTIONS AND PSYCHOLOGICAL SYMPTOMS

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Meta-emotions are conceptualized as beliefs, attitudes and feeling towards one's own emotions. Although the adverse influence of negative affect and perceived stress on psychological well-being has been empirically validated; the role of meta-emotions in this relationship still needs to be clarified. Therefore, the aim of current study was to investigate the predictor role of meta-emotions on psychological symptoms in a Turkish Sample. For data collection, 506 volunteer participants (313 female, 203 male) whose aged were between 18 and 50 ($M = 26.49$, $SD = 6.65$) completed demographic information form, Meta-Emotion Scale, Positive and Negative Affect Scale, Perceived Stress Scale and Brief Symptom Inventory. In order to assess the associates of psychological symptoms level (as dependent variable), a hierarchical regression analysis via stepwise method was conducted. As control variables, age, gender and education level were entered into regression in the first step. Then, perceived stress, positive and negative affect

were entered in the second step. After controlling possible effects of stress and affects, lastly, positive (e.g. interest, compassionate care) and negative (e.g. anger, contempt/shame, suppression) meta-emotions were entered in the third step. The results revealed that age and education level explained 5% variance of psychological symptoms. In addition, negative affect and perceived stress were expectedly associated with increase in psychological symptoms. After controlling the effects of stress and affect, negative meta-emotions significantly predicted psychological symptoms. In other words, the association between meta-emotions and psychological symptoms was significant beyond the influence of other variables such as perceived stress and negative affect. These findings emphasize the role of negative emotional reactions towards primary emotions on psychological well-being. In addition to primary emotions, considering meta-emotions in clinical settings may provide more effective intervention methods.

GUIDING STARS AND RISING SUNS: PSYCHOTHERAPY SUPERVISION FOR THOSE WHO HELP CHILDREN AND ADOLESCENTS

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Supervision is an integral element of psychotherapy training and practice. Supervision not only affords a space for therapists and counsellors to build knowledge and understanding about client concerns, plan intervention and handle crisis, but also helps reflect upon their experiences, understand emotions more deeply, identify mistakes and learn from them. While supervisory support is critical to all trainees and practitioners, this paper focuses on supervisors of therapists and counsellors practicing child and adolescent psychotherapy to serve children, adolescents and families. Considering that the development of the practice of supervision of child and adolescent psychotherapy in LMICs, has not been adequately complemented by a body of research

that documents it, the paper will aim to present an overview of child and adolescent psychotherapy supervision in an LMIC context like India. The paper will present unique challenges faced while supervising child and adolescent psychotherapy work across diverse contexts such as schools, hospitals, care homes, and the community, along with outlining the specific competencies and skills that supervisors can help supervisees develop to work in these contexts through a range of creative, reflective and experiential methods. The paper will further throw light on the role of context-sensitive, rights-based, and strengths-based approaches and the need to integrate them in child and adolescent psychotherapy supervision.

SITA IN CYBERSPACE: THE INTERNET AND INDIAN WOMEN

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India is the second largest internet user in the world, with almost 1/3rd of the population accessing the net through mobile phones. It is traditionally a collectivist society where women in particular are restricted in their freedom of expression and movement. The present study aims to examine the interaction between the digital world and the lived experience of women in therapy. The study uses a case series method for an in depth look at five women clients and the role the internet played in the emergence, evolution and resolution of their clinical issues. Results were derived through a qualitative analysis of case notes, spanning over two years of integrated therapy. Revealed the following

themes: 1. The interaction with self-image and self-esteem through Facebook /Instagram comparisons, particularly among the young. 2. Decreasing dependence on close relationships, leading to a sense of isolation at home. 3. The impact on relationships through the use of dating apps and Whatsapp communications. 4. Building emotional connections with the larger community for otherwise isolated individuals. 5. The empowerment of women through access in ideas and information. The results are discussed in terms of the positive and negative impacts of internet access and use; their implications for therapists dealing with individual clients as well as society at large.

INTERRELATIONSHIPS OF DECISION-MAKING COMPONENTS WITH PERSONALITIES OF STUDENTS FROM A MEDICAL UNIVERSITY

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Implementation of Federal State Educational Standards of Higher Education requires from medical universities the training of specialists with a wide spectrum of competencies, the formation of a doctor capable of setting and solving scientific problems corresponding to priority, innovative fields of clinic development. A group of first-year students consisting of the winners and prize awardees of Olympiads, as well as those who passed the universal state exam with 100% score was formed at Kazan Medical University within the framework of implementing the pilot project "A unified system of the doctor's scientific education in the field of physical and mathematical sciences". The first-year students of the faculty of General Medicine (25 persons studying in "the project" group and 78 students from other learning groups combined into a control group) became the participants of our study. The aims of the study were: first, to reveal differences in trait profiles, characteristics and components of decision-making in students of the project and control groups; second, to trace a connection of decision-making components with personality measures in both groups. We used such techniques as "Melbourne Decision-Making

Questionnaire" adapted by T.V. Kornilova, "The motivation for achieving success" by T. Elerse, methods of evaluating the students' scientific potential, and others. The study materials were processed by computer program SPSS 20. A motivational component of decision-making was found to be dominating in students of the project group (Student t-test was applied). They strive for success, self-development, are inclined to plan their future, they are active and responsible. Differences in relationships between the components of decision-making and personal traits for the groups under study (Spearman's rank correlation coefficient was applied) were found. The analysis of obtained data allowed making a conclusion that a communicative component was leading in decision-making by students of the control group (the largest number of interrelations), and a volitional component of decision-making was leading in students of the project group. Findings of the study allowed revealing correction zones, which can be eliminated, when working with students, and also making a conclusion of specificity of the personal traits's structuralizing and student decision-making.

THE PSYCHOLOGICAL REPERCUSSIONS OF THE REQUEST FOR ORGAN RECOVERY: A SYSTEMATIC REVIEW

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The simultaneous announcement of a death and a request for organ donation is a probable traumatizing event for the family of the deceased and can lead its members to develop disabling emotional disorders. To synthesize the results of studies about the psychological repercussions of the request for organ donation/recovery on the deceased's family. We followed the methodology of the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA). PubMed, Embase, CINAHL, PsychINFO, and Web of Science were systematically consulted by ad hoc algorithms, through December 2017. The studies were identified according to the following criteria: (a) original articles published in English, French, Spanish, or Italian in a peer-reviewed journal; (b) qualitative, quantitative, and mixed-methods studies (all research designs); (c) sample constituted of families and healthcare proxies authorized by the decedent to approve organ recovery; (d) studies about the experiences of families and/or about the psychological repercussions (depression, PTSD, bereavement, grief reactions, emotional status) after a request for organ donation. The quality assessment of each study, the data extraction and the synthesis

have been realized. Results We identified 38 studies from 15 countries. 1723 family members were included. Two qualitative themes were clearly shown. The first was the short-term psychological repercussions, which included factors such as emotional conflict, the experience of the shock of the death, as well as the disturbing communication. This can create ambivalence at the level of awareness of reality. The second theme was the long-term psychological repercussions, which included repeated thinking about the organ request and the decision made. The quantitative results included variable rates of depression (from 10% to 30%) and posttraumatic stress disorder (PTSD) from 3 to 26 months after the death. The explorations of the emotional state of family members after the request and after any donation varied quite widely. This systematic review showed that symptoms of anxiety and depression can develop within this population at variable frequencies. The qualitative analysis enabled us to understand the genesis of these disorders. The establishment of psychological follow-up after the death may make it possible to prevent these kinds of consequences.

CRAFTING TASK AND COGNITIVE JOB BOUNDARIES TO ENHANCE SELF-DETERMINATION, IMPACT, MEANING, AND COMPETENCE AT WORK

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The concept of job crafting has garnered remarkable interest. Exemplifying proactive organizational behavior, job crafting refers to situational and cognitive changes in task or relational work boundaries, enacted by individuals to recreate their work experience in a more personally satisfying, motivating, and meaningful way. Accordingly, employees engage in job crafting to develop their work designs and occupational identities, reflecting active pursuit of self-actualization, growth, and meaning at work. Building on previous research, this study tests a model of individual, interpersonal, and organizational antecedents and positive work-related motivational states as outcomes situation-directed task and self-directed cognitive crafting. Survey data of N=1196 (79.7% response rate) telecommunications employees from China were analyzed using confirmatory factor analysis and structural equation modeling. Antecedents were measured with abbreviate scales (3x3 items). A 2-dimensional scale on task and cognitive job crafting (2x4 items) was developed in this study. Empowerment was assessed with an established instrument (4x3 items). A structural model, in which the two forms of job crafting partially mediated between antecedents and empowerment dimensions, displayed close fit. Individual growth need strength and

intellectual stimulation by one's leader related positively to task ($\beta=.32, p<.01$; $\beta=.11, p<.05$) and cognitive crafting ($\beta=.40, p<.01$; $\beta=.12, p<.01$). Exposure to organizational constraints predicted task ($\beta=.14, p<.01$), but not cognitive crafting. Controlling for direct effects of independent variables, task crafting related to control-oriented empowerment dimensions of self-determination ($\beta=.14, p<.01$) and impact ($\beta=.18, p<.01$), but not meaning or competence. Conversely, cognitive crafting showed positive effects on person-oriented facets of meaning ($\beta=.22, p<.01$) and competence ($\beta=.32, p<.01$), but not self-determination or impact. Controlling for gender, age, tenure, and education did not affect results. Job crafting resembles a micro-emancipatory form of self-management, through which workers expand opportunities for self-determination and influence, develop self-efficacy, and find meaning in their work. The concept enriches research on work design, leadership, coping, work motivation, and job attitudes. Managers should appreciate job crafting as a strategy employees use to motivate themselves and improve their quality of working life. Enabling effective and functional crafting strategies offers a promising approaches to enhance worker well-being, motivation, and performance.

CHILDREN WITH MIGRATION BACKGROUNDS IN RUSSIAN ELEMENTARY SCHOOLS: TEACHER ATTITUDES AND PRACTICES

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One of the most significant issues that schools all over the world face today is the ways teachers respond to an increasing diversity. The study was informed by the tripartite model of multicultural competence, with awareness of personal biases a necessary component, together with knowledge of different cultures, and skills to work with students from diverse backgrounds. The paper presents results of qualitative descriptive studies that help to understand how school teachers in Russia treat migrant children, how they solve the problems of adaptation of migrant children. The purpose of this study was to determine: a) Educational practices used by primary school teachers when working with migrant children; b) Relationship between practices and attitudes of teachers. Empirical data were collected through interviews. The participants were informed that a conversation was being recorded. They were also warned that the study was voluntary, absolutely anonymous, no personal data was disclosed. Consent was received from 20 teachers. The findings were

analyzed using directive content analysis (Graneheim & Lundman, 2004). The analysis was deductive according to the categories of practices and attitudes identified in the literature review, and enriched inductively to identify variation within these categories. Studying practices is an essential part of preparing future teachers for the work in a multicultural classroom. For language and academic support teachers mostly use individual work. In order to create a friendly classroom climate and environment teachers have productive conversations with students, organize multicultural events for the whole school or just for an individual class. The majority of teachers have positive attitudes toward migrant children. In most cases positive attitudes lead to high expectations for their academic achievements. Conceptual orientation of teacher attitudes toward cultural diversity is mostly pluralistic. Positive attitudes, high academic expectations and conceptual orientation toward pluralism are favorably reflected in teachers' practice.

DRIVING DECISIONS OF YOUNG AND OLD DRIVERS – DRIVING SELF-REGULATION

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The aim of this study is to investigate the relationship between driving self-regulation (i.e., strategical, tactical, and life-goal) and aberrant driver behaviors (i.e., violations, errors, and lapses). 120 old and 138 young, a total of 258 active drivers participated and filled Revised version of Advanced Decisions and Patterns of Travel Scale (Molnar, et al, 2013) and Driver Behavior Questionnaire (DBQ) (Reason et al., 1990; Lajunen, & Özkan, 2004). The results showed that tactical self-regulation was negatively related to ordinary violations scores, while strategical self-regulation was positively related to ordinary violations, errors, and lapses for older driver sample. For younger drivers, aberrant driving behaviors were negatively

predicted by tactical self-regulation while errors and lapses scores were positively predicted by strategical self-regulation. These results indicate that contrary to general belief, self-regulatory practices might not be always related to safer travel and the type of self-regulation plays an important role. Moreover, interestingly while self-regulatory practices mostly studied for older drivers, safety benefits of these practices (especially tactical level) might be higher for younger driver population. Thus, the role of different type of driving self-regulatory decisions and possible drawbacks should be taken into account before encouraging the drivers to adopt self-regulation strategies.

CAN CONCEPT MAPPING FACILITATE VERBAL DIVERGENT THINKING?

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It is well established that creativity can be stimulated by expanding the breadth of knowledge activation. As a graphical tool that typically used for organizing and representing conceptual knowledge, concept mapping also has the potential to increase the flexibility of thought process. Therefore, it is interesting to investigate whether concept mapping could increase individuals' creativity performance. Three studies were conducted to systematically explore this research question. As a first step, study 1 investigated the relationship between individuals' concept mapping ability and their creativity performance. Thirty-seven female university students (mean age = 21.25, SD = 2.20) were asked to complete a concept mapping task and an alternative uses task (AUT, a widely used creativity measurement). The results revealed that, among the four indices of concept mapping ability (propositions, hierarchies, cross-links, and examples), only cross-links were positively associated with AUT performance. Then, by means of experimental manipulation, study 2 examined whether cross-links were the critical elements by which concept mapping facilitated creativity performance. Thirty-three

undergraduates (28 girls, mean age = 20.73, SD = 2.72) were asked to complete a reading comprehension task (control condition), to draw a concept map without cross-links (CM condition), and to draw a concept map with cross-links (CMC condition). The results revealed that, compared with R and CM condition, participants got higher AUT scores under CMC condition. Lastly, study 3 further examined whether dissociative ability (as a indicator of breadth of knowledge activation) mediated the relationship between concept mapping ability and AUT performance. Thirty-three undergraduates (26 girls, mean age = 19.55, SD = 2.53) were required to complete a concept mapping task, a dissociation task and an AUT task. The results uncovered that, dissociative ability fully mediated the relationship between cross-links and AUT fluency. Taken together, the present research indicated that: 1) cross-links were the critical elements by which concept mapping facilitated creativity performance; 2) the process of characterizing new cross-links could expand the breadth of knowledge activation, and thus facilitated creativity outputs. Implications and future directions were discussed in detail.

OPPORTUNITIES AND LIMITATIONS OF INTERGROUP ADAPTATION PLATFORM FOR SOLVING PROBLEMS OF MULTICULTURAL ORGANIZATIONS

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The possibilities and limitations of the author's concept of intergroup adaptation in organizations as a platform for managing multicultural organizations are considered. Using the example of research in 6 construction companies (n = 260 people), trade union organizations of 4 universities and 7 schools (n = 629 people), police departments (n = 315 people, of which police officers – 180 people, victims 70 people, suspects – 65 people) showed the possibility of using the 3-D model "matrix of the landscape of intergroup adaptation", the model of involvement in the union of different-generation groups, the model of the action of intergroup adaptation mechanisms of participants in the criminal process. All intergroup adaptation models optimize the management of organizations. The limitations of using the platform are revealed: difficulties in measuring indicators of intergroup adaptation process, complexity of perception by managers of the convergence of interpersonal and intergroup phenomena. The models are built in a single design, they highlight the criteria, indicators, diagnostic methods necessary for solving managerial tasks. The landscape matrix carries with it both the positive potential of time-

tested traditions, values, relationships, and the negative, destructive or illusory. The matrix works on the principle of the physical crystallization process. This metaphor of the landscape matrix explains the reasons for the harmonization of intergroup interactions in an organization in terms of needs, abilities, and limitations of employees and managers. Hence, the target of managerial impact: communication, organization resource management, job design, work time, team collaboration, community ergonomics, virtual organizations, telecommuting and quality management. Generalized results show the possibility of visualizing the psychological landscape of a multicultural organization by identifying the complex, often latent factor structure of the phenomenon under study in the context of a complex interaction of groups, organizations, environments. The management of intergroup adaptation in an organization is implemented through the technology of competences, the technology of team formation, the actualization of group identity, the training of managers and employees of self-regulation in intergroup adaptation situations.

A STUDY OF FACEBOOK SOCIAL COMPARISON ON WELL-BEING: NARCISSISTIC TENDENCY AS MODERATOR

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In recent years, researchers have become increasingly interested in the effects of Facebook use on the individual's well-being. Many researchers agree that Facebook use influences the individual's well-being; however, whether Facebook use increases or decreases well-being is under debated. The purpose of this study was to investigate the relationship between college students' Facebook use on well-being from the perspective of social comparison with narcissistic tendency as the moderate variable. Exploring how narcissistic tendency moderate the well-being of social comparison domain (agency vs. communion) and social comparison direction (upward vs. downward) were related. Firstly, a pretest study with 211 college students were used to assess the reliability and construct validity of scales. Secondly, a pilot study which consisted of 126 college students was used to assess the usefulness of experimental situations of Facebook social comparison domain (agency vs. communion) and directions (upward vs. downward). Finally, 324 college students were invited to participate the official experiment and fill out Facebook usage behavior scale, narcissistic tendency scale, right after they finish viewing Facebook profile by experimental design. In the end, they were referred to complete self-

esteem scale and life satisfaction scale. The quantitative analysis of the questionnaires was conducted through descriptive statistics, Pearson correlation and hierarchical regression to indicate the direction and relationship between the variables. The results show that there were interaction effect on agency and lower narcissistic tendency ($\beta=.35, p<.01$), communion and higher narcissistic tendency ($\beta=.33, p<.01$). Narcissistic tendency was associated with longer usage ($r=.12, p<.05$) and more number of friends ($r=.20, p<.01$). The findings of the study were stated below: 1. While browsing Facebook profiles, college students in Taiwan arose "assimilation" effect, well-being goes up after upward social comparison, and goes down after downward social comparison. 2. Narcissistic tendency moderated social comparison domain and social comparison direction. Individuals with low narcissistic tendency on Facebook agency comparison showed "assimilation" effect; individuals with high narcissistic tendency on Facebook communion comparison showed "assimilation" effect. 3. Narcissistic tendency was associated with the individual's Facebook usage behavior significantly. Students with higher level of narcissistic tendency demonstrated longer usage and more number of friends.

EFFECTS OF INDIVIDUALISM-COLLECTIVISM ON LEADERSHIP STYLE PREFERENCES IN DIFFERENT CONTEXTS: MEDIATING ROLE OF RIGHT-WING AUTHORITARIANISM

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Right-Wing Authoritarianism (RWA) is defined as an adherence to conventional norms and values, uncritical submission to authorities, and aggressive feelings toward people violating the norms (e.g., Altemeyer, 1981, 1998). RWA is associated with personal values as well as work values and attitudes such as preference for leadership styles; although its link to the latter was focus of very few research. The present research included two studies and aimed to (a) reveal effects of two main cultural tendencies, namely, individualism and collectivism on employees' preferences for paternalistic, transformational, task-oriented, and relationship-oriented leadership styles (Study 1); (b) investigate the mediating effect of RWA as a relatively stable attitudinal characteristic in the links between individualism/collectivism orientations and leadership style preferences in business contexts (Study 1); (c) test the proposed model which was partially supported by findings of the Study 1 in another study in which the context of leadership was politics (Study 2). In Study 1, data was collected from 182 full-time employees and in Study 2, data was collected from 178 full-time employees. Both models provided good fit to the data and also revealed the main effects of the context on the

proposed relationships. The findings of the Study 1 revealed that, employees' vertical individualism and vertical collectivism tendencies were positively associated with RWA, whereas horizontal individualism was negatively associated with RWA. Employees' RWA, in turn, positively predicted their preferences for paternalistic and task-oriented leadership styles in business contexts. However, the paths from RWA to preferences for relationship-oriented and transformational leadership styles were not significant. The results of the Study 2 revealed that, when the context of leadership was politics, vertical collectivism was positively associated with RWA and horizontal individualism was negatively associated with RWA. In turn, RWA was positively related to preferences for paternalistic leadership style and it was negatively related to preferences for transformational leadership style. The findings are suggested to have important theoretical implications for research on leadership and effects of cultural orientations on leadership processes as well as research on RWA and will be discussed in terms of theoretical and practical implications along with suggestions for future research.

DOES A FOUR-DAY GROUP PSYCHOTHERAPY TRAINING CHANGE PSYCHOTHERAPISTS' UNDERSTANDING OF GROUP PROCESSES?

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This study investigated the role of a didactic and experiential group psychotherapy training on psychotherapists' awareness of group psychotherapy processes. The role of activity level of psychotherapists on awareness of group psychotherapy processes was also investigated. It was expected that participants' awareness regarding group processes would increase after receiving a group psychotherapy principles training. It was expected for participants who were more active in the inner circle of the fishbowl to show more changes on the group process measures compared to the those who were observers in the outer circle in the experiential section of the training. The participants received a four day American Group Psychotherapy Association accredited Group Psychotherapy Principles Training. Fifty psychotherapist participants were administered the Group Climate Questionnaire (GCQ, MacKenzie, 1983) and Curative Climate Instrument (CCI, Fuhriman, Drescher, Hanson,

Henrie, & Rybicki, 1986). The findings showed that the participants scored higher on the Engagement subscale of the GCQ post training ($M=4.39$, $SD=.77$), compared to the pre-training scores ($M=3.74$, $SD=.69$), $t=-.46$, $p=.00$. There were no significant changes on the Conflict, and Avoidance subscales of the GCQ. There were no significant changes on the Cohesion, Insight, and Catharsis subscales of the CCI post training. There was no significant effect of activity level of the participants on the GCQ and CCI scores. The findings suggested a four day group psychotherapy training increased awareness about the constructive therapeutic work processes in the group. The findings suggested therapist training by observation was as effective as active involvement in this study. Findings regarding the relationship between history of individual and group therapy practice, personal therapy, supervision, and group process measure scores will be discussed.

THE DIALECTICS OF HIGH PERFORMANCE: WHY HIGHLY INVOLVED INDIVIDUALS MAY BENEFIT LESS FROM SUPPORTIVE HUMAN RESOURCE PRACTICES

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Following research on high-performance work systems (HPWS), integrated bundles of complementary human resource (HR) management practices promote job attitudes and behaviors considered instrumental for organizational performance. Especially so-called high-involvement and high-commitment practices allegedly are mutually beneficial for employers and employees. However, some studies give rise to concerns that the realization of performance improvements comes at a human cost. Specifically, highly involved individuals may expend overtaxing effort in pursuing intrinsically motivating work tasks, exhibiting a pattern of self-regulated work intensification with detrimental effects on occupational health. To assess the validity of these concerns, this study examines moderating and mediating roles of job involvement between perceived supportive HR practices and work ability. A large-scale survey study was conducted among German municipal employees (N=11871). Two empirically distinct HR practice bundles (6 items each) were extracted from a commercial best employer survey, namely, empowering management style ($\omega[6]=.89$) and decent working conditions ($\omega[6]=.74$). Job involvement was measured with another set of 6 items ($\omega[6]=.88$). Subjective work capacity was assessed with the work ability index ($\omega[7]=.81$). Linear regression

analyses were performed, controlling for gender, age, disability, organizational tenure, employment level, supervisor position, and occupational field. Both empowering management style ($\beta=.18$, $p<.01$) and decent working conditions ($\beta=.31$, $p<.01$) predicted higher levels of work ability. Job involvement acted as a partial mediator between HR bundles and work ability ($\beta=.12$, 95%-BootCI [.11,.13], $\beta=.09$, 95%-BootCI [.08,.10]). Further, a consistent pattern of buffering two-way interactions of HR bundles with job involvement ($\beta=.02$, $p<.05$, $\beta=.04$, $p<.01$) as well as an attenuating three-way interaction of job involvement, empowering management style, and decent working conditions ($\beta=.03$, $p<.01$) was found. These results confirm an ambiguous role of employee-oriented HR practices, providing evidence for diminished work ability under conditions of high employee involvement combined with extensive organizational use of either or both HR practice bundles. Paradoxically, in the context of HPWS, motivating effects of employee-oriented HR practices may facilitate self-endangering over-engagement, resulting in self-imposed work intensification and diminished work ability. Potentially harmful side-effects of motivationally driven productivity gains require constant monitoring as well as specific health-promoting interventions to protect workers' long-term health and performance capacity.



GAINS OBTAINED AFTER A THREE-DAY EMOTIONAL INTELLIGENCE TRAINING

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Emotional intelligence (EI) was defined as an ability to recognize and regulate of one's own and others' emotions. Goleman (2001) suggested EI involved four major domains: Self-awareness, self-management, social awareness, and relationship management. EI was noted to promote a successful personal and professional life (Goleman, 2016). EI has been considered as an ability that can be developed through practice. This study explored the role of an intensive three-day training program on the EI skills. Emotional intelligence, difficulties in emotional regulation, reflective functioning, and psychological symptoms were assessed pre and post training. The participants were of 18 males and females from six European countries. Schutte Self-Report

Emotional Intelligence Scale (SSEIT), Difficulties in Emotional Regulation Scale, Symptom Checklist 90-R, Reflective Functioning Questionnaire were administered pre and post training. The findings showed there was a significant decrease in difficulties in emotional regulation from pre-training ($M=77.89$, $SD=14.93$) to post-training ($M=75.81$, $SD=16.77$), $F(1,13)=5.09$, $p=.04$, $\eta^2=.28$. There were no significant changes in emotional intelligence, reflective functioning, and psychological symptoms. The findings suggested that duration of the EI training might effect changes gained through the training. More robust findings might require lengthy trainings.

THE INFLUENCE OF HEALTH AND MANAGEMENT SUPPORT ON THE DYNAMIC INTENTION-TO-RETIRE PROCESS

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Our objective is to investigate the influence of employee health and management support on changes in intention to retire. An accepted retirement age is becoming a 'thing of the past' and individual intentions to retire develop over time. Organisations need to understand this process to plan for the future. Our major research question is: do employee health and management support affect the dynamic intention-to-retain process? We use social selectivity theory (Lockenhoff & Carstensen, *Journal of Personality*, 2004; Carstensen, *Science*, 2006) to develop hypotheses. From this lifespan motivation perspective, priorities change as individuals come to appreciate a 'sense of ending'. Personal goals shift from information-gathering and network-building to regulating emotional states by focussing on close relationships. This is manifest in the intention-to-retain process as a move from career furtherance to eventual labour market exit. We surveyed 495 mature-age employees in Australia over a three-year period (2011-2013). Longitudinal data were collected in three surveys. Participants were aged between 50 and 75 (mean 53 years); 66% were male. They worked in a wide variety of jobs and industries with 57% employed

in managerial/professional work. Using two different regression techniques for analysis of time-based data (Raudenbush, *Annual Review of Psychology* 2011; Mitchell, Burch & Lee, *Journal of Organizational Behavior*, 2014), we examined the influence of time-varying health and fixed management support on time-varying intention to retire. In both regressions, a threeway interaction coefficient was significant. Growth curve regression showed that, with low management support, good health has an increasingly positive influence on intention to retire as time goes by. Bayesian slope analysis showed that, with low management support, employees with good health over the whole period report the greatest increase in intention to retire. These findings suggest that, without management support, intention to retire increases most for those whose health might afford them the greatest enjoyment of retirement and the company of social familiars. Implications are that if managers want to retain such employees they should establish strong support practices for all mature-age workers, thereby constraining the intention-to-retain process of the healthy.

PRECARIOUS EMPLOYMENT: CONCEPT, DIMENSIONS, AND MEASUREMENT

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A salient topic in the societal discourse, precarious employment is often used in an indiscriminate fashion in a variety of contexts to vaguely denote a preliminary and insecure work situation. Due to the multi-faceted nature of the concept, various authors have proposed different sets of dimensions. As a consequence, a generally agreed-upon definition is currently lacking. Although the topic has been the subject of considerable investigation in sociology, contributions from the field of psychology remain scarce. Our study contributes to the development of a psychological perspective on this topic by reviewing existing conceptualizations and creating a comprehensive measure of subjective experiences associated with precarious employment. As a result of our literature review, we identified the multidimensional concept by sociologists Klaus Dörre and colleagues as one of the most comprehensive definitions of precarious employment. Following this approach, we defined precarious employment as deficiencies that arise from the conditions of employment on five dimensions: reproductive–material (income below a cultural minimum standard as defined by society), social–communicative (social discrimination at the

workplace), legal–institutional (exclusion from safety standards and social security systems), status and recognition (deficits in reputation and appreciation), and meaningful–subject-related (loss of meaning and in work lack of identification with the employment). We identified similarities to well-established concepts of work psychology (e.g., job insecurity, social support, effort-reward imbalance, meaning in work). We then constructed the SEWP scale (subjective experience of work-related precariousness) and tested it in two validation studies (n1=268, n2=216). Experiences of precarious employment related to lower levels of organizational citizenship behavior and psychological well-being, and higher levels of workplace deviance and somatic complaints. Perceived precarious employment exhibited incremental validity over and above job insecurity, social support, job rewards, and meaning in work. Results suggest that the measure allows for an economic, reliable, and valid assessment of subjective experiences of precarious employment. By promoting a comprehensive definition and providing a corresponding measure, we wish to facilitate researchers' efforts in conducting empirical research on precarious employment, its antecedents and consequences.

PROBLEMATIC INTERNET USE IN ADOLESCENTS: ASSOCIATION WITH ADOLESCENT PERSONALITY, QUALITY OF LIFE ADOLESCENTS, AND PARENTING STYLES

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This research is motivated by several studies of intensive Internet use in adolescents. Reports from several studies explain that dependence on the Internet for teenagers can have negative consequences, for example for the quality of their lives and in the school domain. It is important to identify the factors associated with this problem to give the adolescents right direction and appropriate support concerning Internet use. This research investigates the associations between personality, parenting style, and Internet Addiction. This study was conducted in Indonesia, with 1112 middle school students in the city of Medan, Indonesia aged 12-15 years. The participants answered a series of questionnaires that measured the following dimensions: The Indonesian short version of the Internet Addiction Test (IAT) to measure Internet Addiction; Parenting Styles and Dimensions Questionnaire (PSDQ) to identify parenting style of the parents; The Big Five Questionnaire for

Children (BFQ-C) to measure the dimension of personality; and The Pediatric Quality of Life Inventory to measure the level quality of life. The results indicated that a positive relationship between the neuroticism dimension of the personality and the IAT scores, albeit there is a negative relationship with the conscientiousness. The IAT scores also correlated with the quality of life of adolescents. There are variations in the effect of parenting styles on the level of Internet Addiction in adolescents. The results of this study concluded that adolescents with neuroticism tend to become more dependent on the Internet, unlike those of adolescents with conscientiousness. The recommendation from this study is to prevent the development of problematic Internet uses in adolescents with a high level of neuroticism. Parents can reduce these risks, for example by talking with their child about Internet use and by making rules which have to be followed.

DO OUR EYES MIRROR OUR THOUGHT? AN EYE-TRACKING STUDY ON INFLUENCE OF CONVERGENT-DIVERGENT THINKING ON EYE MOVEMENT PATTERN

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Research shows goal-directed thinking influences eye gaze fixation. However, how various thought processes influence our eye-movement is not well examined. Since divergent thinking involves coming up with novel alternatives and unconventional answers, therefore, it may require visually scanning surroundings in greater detail. This research examines how convergent/divergent thinking influence eye-movement. Two experiments of repeated measure design (N= 28 in each), both involving an 'alternate uses' task for divergent thinking and a 'remote association' task for convergent thinking are conducted. Stimuli are presented on eye-tracker(Tobi TX300). Experiment 1 involves participants responding by looking on-screen stimulus, whereas experiment 2 uses blank screen paradigm. Results of both the studies show that convergent thinking participants were

comparatively more engrossed in looking at the objects whereas divergent thinking participants also looked comparatively more into the rest of the screen. In addition, results show participants involved in divergent thinking made temporally longer eye fixations towards the screen. We found that people involve in divergent suggesting has more scatters eye gaze; they go beyond the specified objects and scan more aggressively their visual surroundings. Since convergent thinking requires specific solutions, therefore, it does not allow the thinker to think out-of-the-box, and hence focuses eye gaze more on objects. The result implies that thought processes and visual scanning are related. That reflects by changing the visual surroundings, providing more information/objects or less information/objects, we can make ourselves/others to involve in divergent thinking or convergent thinking.

THE CONCURRENT AND PROGRESSIVE VALIDITY ANALYSIS OF TRIARCHIC PSYCHOPATHY MEASURE IN ADOLESCENTS SAMPLE

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The Triarchic psychopathy model was proposed by Patrick, Fowles, and Krueger (2009). The model was operationalized with Triarchic Psychopathy Measure (TriPM) (Patrick, 2010). To assess the convergent and predictive validity of the TriPM in a sample of 159 Lithuanian juvenile offenders number of measures was used: Short-Term Assessment of Risk and Treatability: Adolescent Version (START:AV) (Viljoen, Nicholls, Cruise, Desmarais, & Webster, 2014), Subtypes of Antisocial Behaviour Questionnaire (STAB) (Burt & Donnellan, 2009), Criminal Sentiments Scale – Modified (CSS-M) (Shields & Simourd, 1991), Sense of Coherence Scale (SOC) (Antonovsky, 1987). Subsequently, in the three-month follow-up period information related to juveniles' misbehaviours was collected. The results of the

research showed significant correlations with TriPM scales scores, and these relationships were consistent with results reported for Lithuanian adults offenders (Selbom, Laurinavičius, Ustinavičiūtė, Laurinaitytė, 2018). The TriPM scales were associated with concurrent measures in an expected direction, the effect sizes varied from small to large. The results of AUC for several forms of misconduct in a three-month period confirmed predictive validity of the TriPM scales: Meanness scores were associated with an occurrence of aggressive behavior, Disinhibition with unauthorized absence, Boldness – with alcohol use. The results of our research findings provide support for the validity of the TriPM in juveniles.

INTERPERSONAL DISTANCE AFFECTS SOCIAL JUDGMENTS OF FACES

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Physical distance is a natural shield protecting people from threats. When objects get closer, people will keep vigilant on the objects and adjust their behavior accordingly. The interpersonal distance also affect human behavior in the social interaction. The current study aims to examine whether interpersonal distance could modulate facial trustworthiness judgment. The present experiment was designed to test whether interpersonal distance with physical distance cue can modulate facial judgments. Here, image size was employed as a proxy of distance. The face photos would be presented in at one of the four image sizes groups, to simulate the visual angels

of faces at four different viewing distances. 45 participants were told to rate trustworthiness for each face photo with their gut feelings. And they were explicitly told that the image size indicated the distance between themselves and face photos. The results showed a significant main effect of distance indicating that the smaller face photos were judged as more trustworthy compared with the larger ones, $F(3,132) = 4.17$, $p = .007$, $\eta^2p = .086$. In the current research, participants judged the larger faces as less trustworthy than the smaller faces, indicating the effect of distance on facial trustworthiness judgment.

LINKS OF MOTIVATIONAL TENDENCIES AND SELF-ESTEEM WITH SOCIAL MEDIA ADDICTION AND MODERATING EFFECTS OF RELATIONSHIP STATUS

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Problematic internet use is common and even may be on rise almost all over the world. To illustrate, recently the ratio of internet addiction among university students is reported to be 3.2% in UK, 3.9% in Italy and 4.2% in European countries and 1.2% in Turkey (e.g., Kuss, Griffiths, & Binder, 2013; Kaess et al., 2014; Kir & Sulak, 2014). Although detrimental effects of Social Media Addiction (SMA) had been focus of a number studies (e.g., Andreassen, Torsheim, Brunborg, & Pallesen, 2012); predictors of SMA haven't been fully understood yet. The aim of the present research was to reveal effects of motivational tendencies and self-esteem on SMA. Motivational tendencies involved in the study were need for affiliation, need for approval and need for power. Need for approval and need power as well as self-esteem were proposed to be positively; need for affiliation was proposed to be negatively associated with SMA. In addition, moderating role of relationship status in the proposed relationships was investigated. Data was collected from 470 university students from Turkey [161 males, 309 females]. 242 of the

participants had been in a romantic relationship at least for one month and 228 of them have not been in romantic relationship on the data collection date. The proposed regression model was tested using Structural Equation Modeling (SEM) and the data provided good fit to the data. The results revealed that the direct paths from need for approval and need for power to SMA were positive and significant; whereas, the direct path from self-esteem to SMA was negative and significant. The path from need for affiliation to SMA was not significant. However, moderated multiple regression analyses showed that interaction effect of relationship status and need for affiliation on SMA was significant in such a way that participants who were high on need for affiliation and who were not currently in a romantic relationship had higher SMA scores than those who were high on need for affiliation and who were currently in a romantic relationship. The results will be discussed regarding the theoretical and practical implications along with suggestions for future studies.

IMPACT OF LOCUS OF CONTROL, SELF-CRITICISM, WORK-LIFE BALANCE ON HAPPINESS OF WORKING PROFESSIONALS IN INDIAN METRO CITY

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Personality and Work-Life balance plays a vital role in happiness. Social Learning Theory describes personality as a representation of the interaction of individual with his/her environment. The spill over theory of work-life balance proposes that workers carry the feelings, emotions, attitudes, skills, and behaviours that they experience at work into their family life. Thus the present study is based on aforementioned theories to examine the impact of locus of control (LOC), self-criticism, work-life balance, and burnout on happiness of working professionals in Indian metro city. The main research question of the study is to what extent the aforementioned variables influences happiness of working professionals in Indian metro city and whether do working professionals differ on aforementioned variables with age, gender and type of organization they represent. This study is based on exploratory research that uses ex-post facto research design. A sample of 80 Working Professionals of Indian metro city with an age group of 25 to 55 years were studied using purposive sampling method. The tools used were LOC, The Forms of Self-Criticizing/Attacking & Self-Reassuring Scale,

Work-Life Balance, Oldenburg Burnout Inventory, and Oxford Happiness Scale. A positive correlation was found between work-life balance and self-criticism – reassure-self dimension with happiness. LOC, self-criticism – inadequate self and hatred-self dimensions, and Burnout-Disengagement, and Exhaustion dimensions had negative correlation with happiness. The self-criticism-reassure-self dimension and work-life balance had significant and positive predictors of happiness. Age differences were found in LOC, work-life balance, burnout – exhaustion dimension, and happiness. It is evident from the mean differences of 25=35age group have high external LOC and are more exhausted whereas 45=55 age groups have high work life balance and are happier. Professionals of private or public organization exhibited significant differences on LOC, burnout-exhaustion dimension, and happiness. LOC, Self-criticism-reassure-self dimension and work life balance had influenced working professionals' day to day happiness. This finding would help working professionals to work on their LOC, self-criticizing attitude and work life balance to bring improvement in their happiness.

TECHNOLOGIES OF PSYCHOLOGICAL SUPPORT FOR PROFESSIONAL IDENTITY OF INTELLECTUALLY GIFTED CHILDREN

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Outstanding abilities and early achievements of gifted children are not always harmoniously combined. Many gifted adolescents experience difficulties in professional identity, all the possible professions turn out to be exceeding. A project was proposed for psychological support for professional identity of gifted adolescents within additional education. The project involves students in different domains activities, regardless of the profile of training. The research aim is to study peculiarities and to develop technologies of psychological support for professional identity of gifted children. 146 students of the distance education center for gifted children were involved. There were 80 girls, 66 boys aged from 13 to 18. 1. Method "Self-determination of a personality" Minaeva L.M. 2. Method "Map of Interests" Golomshtok A.E. 3. Questionnaire "Type of Personality" J. Holland. 4. Bibliographic study of personality. Statistical methods used: criteria for the Pearson linear correlation coefficient, Kraskel – Wallace H-test. 1. Professional identity is directly related to the age of students. Significant differences were found according to the criterion "image "I": mental qualities" ($\chi^2 = 11.6$, $\alpha = 0.01$), this figure

increases in grades 8 and 10 and decreases in grades 9 and 11; with age, the "image "I": learning and organizational skills" ($\chi^2 = 19.997$, $\alpha = 0.01$), "learning motives: broad cognitive motives" ($\chi^2 = 12.302$, $\alpha = 0.01$) rise to grade 10, and in grade 11 narrow again. 2. Humanitarian students have the most developed values for future work. Among the respondents of the natural science profile, these value orientations are least formed ($\chi^2 = 6.271$, $\alpha = 0.05$). 3. A reverse causality was found between participation in the program of psychological support for professional identity and the criterion "Unformed readiness for professional identity" (Pearson $p = -0.340$, $\alpha = 0.01$). There is a relationship between the age of children and the criteria for personal and professional identity. In specialized groups students of additional education there is a priority of natural scientific knowledge, as the most promoted; and humanitarian field, which may indicate the development of world perception, expanding personal boundaries. A specially organized program of psychological support contributes to the development of readiness for adolescents' professional identity.

HOW AND WHEN ANALYTIC COGNITIVE STYLE IS RELATED TO AND CAUSALLY INFLUENCE POLITICAL IDEOLOGY

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The relationship between analytic cognitive style (ACS) and political attitudes has been investigated in a series of recent studies conducted in different cultures. Some studies found a negative relationship between ACS and right-wing political orientation, while others failed to find any relationship. However, there is a consistent pattern of negative relationship between ACS and social conservatism in general. We expand on this work by showing that (1) there is a negative relationship between ACS (as measured by standard three items Cognitive Reflection Test, Frederick, 2005) and social conservatism (as measured by binding subscale of moral foundations questionnaire, Graham et al., 2011) in the aggregate analysis of a cross-cultural investigation of 30 politically diverse cultures ($N = 7,263$), $b = -.079$, $SE = .023$, $z = -3.481$, $p < .001$, 95% CI $[-.123, -.034]$, (2) this relationship is stronger in WEIRD (Western, educated, industrialized, rich, and democratic) but weaker in non-WEIRD cultures, $b = -.211$, $SE = .084$, $z = -2.530$, $p = .011$, 95% CI $[-.375, -.048]$; (3)

the combined meta-analytic effect was not statistically significant for the relationship between the commonly used single item political orientation question and ACS across cultures, $b = -.053$, $SE = .033$, $z = -1.619$, $p = .106$, 95% CI $[-.116, .011]$; and finally (4) ACS causally influences conservative attitudes only when conservatism is measured by contextualized (as represented by the news article), but not stable opinions (as represented by standard questionnaire items). More specifically, we conducted two experiments in Turkey ($N = 241$), and used a brief ACS training (vs. control condition) to activate analytic thinking, and measured both contextualized, and stable opinions to measure conservatism (Yilmaz & Saribay, 2017). We found that ACS decreases support for the conservative policy in the news article, but no change was observed in the questionnaire items. Our findings offer insight into how and when analytic thinking might be related to and causally influence political attitudes.

MEASUREMENT INVARIANCE OF THE REACTIVE AND PROACTIVE AGGRESSION QUESTIONNAIRE (RPQ) ACROSS SELF- AND OTHER-REPORT

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Nowadays children's delinquency has become a worldwide problem. Reactive and Proactive Aggression Questionnaire (RPQ) is widely used to assess aggression reliably (Koca et al., 2012). However, some researchers have used self-report RPQ to test aggression by others-report (Baker, Raine, and Jacobson, 2008; Fung, Gerstein, Chan, and Hurley, 2013). Obviously, the accuracy of RPQ had not been verified when it is used in others-report way. So, it is necessary to figure out whether the RPQ can be directly used in others-report assessment or not. 485 participants were 1st-6th grade students from a primary school in Guangdong province. Firstly, graded response model (GRM) was ran to do item analysis in Excel, and confirmatory factor analysis (CFA) was conducted to of RA and PA respectively. Secondly, we evaluate measurement invariance using multi-group confirmatory factor analysis (CFA). Both CFA and multi-group CFA were executed in Mplus8.0. Finally, participants' differences between self-report and other-report were calculated by using raw scores and latent means. Item analysis result shows that item 19 has the lowest

discrimination, so this item was deleted in the following analysis. CFA was conducted by using self-report sample and other-report sample respectively. For self-report sample, the model fit indices were TLI=0.933, CFI=0.940, and RMSEA=0.041. For other-report sample, the model fit indices were TLI=0.947, CFI=0.952, RMSEA=0.052. But the configural invariance, which is the first model, was dissatisfactory and did not converge after 10000 iterations. After checking the processing results, item 22 was deleted because of its extreme values of intercept and residual. The multi-group CFA was conducted again and seven models are all acceptable (CFI>0.900, TLI>0.900, RMSEA<0.05). Latent mean invariance of RPQ across two rating ways seems tenable. However, differences camp up on latent mean when other-report group was set as reference group (latent mean=0). Specifically, the difference on reactive aggression was 0.704, while on proactive aggression was 0.406. Therefore, researchers can continue to use different evaluation methods to measure aggression with RPQ in the future.

THE RELATIONSHIP BETWEEN FAMILY CHAOS, ATTACHMENT STYLES, OBSESSIVE COMPULSIVE DISORDER AND DEPRESSION

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Family unpredictability is described as a lack of consistency regarding family behaviors and regulatory systems (Ross & Hill, 2000). It emerges when family members are unwilling and inadequate to discharge their responsibilities, and regulatory systems or mechanisms are ruined. Parents are thought to be the most important actors of this kind of instabilities (Ross & Hill, 2000). The development of the family unpredictability schema is frequently argued in the context of attachment theory and learned helplessness theory. John Bowlby (1969) suggests that early life experiences with primary caregiver have a strong effect on adult personality and behaviors. Studies indicate that family unpredictability is associated with adverse outcomes (Carlton et al., 2006; Obradovic, Bush, Stamperdahl, Adler & Boyce, 2010; Ross & Hill, 2000; Wachs, 2000). The aim of this study is investigating the mediator role of anxious and avoidant attachment styles in the relationship between mother nurturance unpredictability and obsessive compulsive-depressive symptoms. In accordance with this aim, only mother nurturance subscale of the Retrospective Family Unpredictability Scale was used. The sample of this study consisted of 174 (110 female, 64 male)

students (age range: 18-28) of Hacettepe University. Retrospective Family Unpredictability Scale, Experiences in Close Relationships-Revised, Beck Depression Inventory, Obsessive-Compulsive Inventory-Revised From were used to collect data. Three different path analyses were conducted to show mediation role of attachment styles. Results showed that attachment styles mediated the relationship between mother nurturance unpredictability and obsessive compulsive-depressive symptoms ($\chi^2[2, N = 174] = 4,240, CFI = .982, RMSEA = .080$ [90% CI: .000-.191]). It is showed that unpredictable nurturance from mother is associated with avoidant and anxious attachment styles. Moreover, it is found that the relationship between mother nurturance unpredictability and obsessive compulsive-depressive symptoms was mediated by attachment styles. Fortunately, family environment is suitable to interventions about enhancing predictable parent behaviors. It is recommended that especially mothers as primary caregivers must educated about the adverse consequences of their unpredictable parenting behaviors.

WHAT ROLE DOES CORTISOL PLAY IN THE EFFECTS OF PSYCHOSOCIAL STRESS ON WORKING MEMORY

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Exposure to stress has a variety of consequences on human behavior and cognition. Although widely investigated, the impacts of stress on working memory remains inhomogeneous. Individual differences in neuroendocrine responsiveness, e.g., cortisol responses, may be one factor that explains previous inconsistent results. This study assessed the role of cortisol responsiveness in the effects of psychosocial stress on working memory. To examine working memory processes, we analyzed both behavioral performances (ACC, RT, IES) and event-related potentials (ERPs) including N1, P2 and P3. A total of 67 male college students completed a numerical 2-back task after being exposed to the Trier Social Stress Task (TSST) or a control task.

The results showed shorter reaction time, better efficiency together with the larger N1 and P2 amplitudes in high-cortisol-responders, comparing with the low-cortisol-responders and control group, indicating a better working memory performance which is probably due to the enhancements on the orientation and mobilization of attention. Furthermore, correlation analysis revealed a positive association between the cortisol change rate and behavioral as well as ERP indexes among the stressed individuals, suggesting that the increased cortisol may facilitate the working memory under the acute psychosocial stress. These findings provide an insight into the understanding of the relationship between stress and working memory.

EVALUATION OF THE RELATIONSHIP BETWEEN BELIEF IN A JUST WORLD AND THE PERCEPTION OF GOD ON DIFFERENT GENDER IDENTITY AND SEXUAL ORIGINS

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The Theory of Belief in A Just World is proposed by Lerner (1965); it is a system of fairness in which the world is fair, good for the good and bad for the bad. More authoritarian and religious people found to have beliefs in a just world in higher amounts. However, Lerner (2010) states that individuals with high religious beliefs may be less likely to "blame the victim", which is one of the dynamics of the Belief in A Just World Theory, because they may think that God will do the right in every way. The concept of God perception is all the references, feelings and thoughts of the individual towards God. In this study, it will be examined how the relationship between the concepts of belief in a just world theory and God perception is explained through gender identity-sexual orientation and justice in Turkey sample. The answers of likert type questions which were prepared related to the six stories created by the researcher were examined with the Moderator Regression Analysis method.

In order to measure belief in a just world beliefs of the participants, Personal and General Belief in A Just World Scale, and God Perception Scale were used to measure god perceptions. As an outcome of this study, it is aimed that the questions indicated below will be answered. -Is there a relationship between the belief in a just world and the perception of God? -Is there a formative role of sexual orientation-gender identity in the relationship between the belief in a personal-general just world and the perception of God? (The belief in personal and general just world will be examined separately). 110 individuals participated in the study. 66 of the participants has identified themselves as heterosexual, 18 as transsexual, 14 as homosexual, 11 as bisexual and 1 as queer. In order to make comparisons according to gender identity and sexual orientation, participants were separated into two clusters as heterosexuals and LGBT individuals.

EFFICACY OF IMAGERY WITH RESCRIPTING IN TREATING GUILT MEMORIES IN OCD: A CASE SERIES EXPERIMENTAL DESIGN, PRELIMINARY RESULTS

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It is well-known that guilt plays a significant role in Obsessive Compulsive Disorder (OCD) onset and maintenance (Mancini, 2018). OCD patients often report memories of being criticized and feelings of guilt as a result of the discipline received. Imagery with Re-scripting (IwR), is an emotion-focused technique that binds actual stressful emotions to past memories where similar feelings were activated. This technique is used to change the meaning of emotionally distressing memories, turning aversive mental images into positive ones, achieving a healthier perspective on the event and fulfilling past unmet core needs. IwR has been applied to several psychopathological conditions including Axis I and II diagnoses and has shown promising results (Arntz et al., 2012). It has also been successfully applied to OCD (Veale et al., 2015). The aim of this study is to verify the efficacy of this technique on OCD symptom reduction. At the best of our knowledge, this is the first study addressing the fear of being guilty using imagery techniques, instead of focusing on current symptoms. Until now, sixteen OCD subjects were recruited for the study. After baseline of symptoms monitoring subjects underwent three

sessions of IwR, followed by symptoms monitoring and a further monitoring after three months. Measures about obsessive symptomatology, depression and anxiety, and guilt were collected. Preliminary analyses showed that subjects reported a significant decrease in OCD symptoms, (a decrease at the Yale-Brown Obsessive-Compulsive scale from a mean of 26 to 13; clinically significant change $RCI= 10,31$). Conversely, less differences were detected in levels of depression and anxiety. Although these are preliminary data, our findings suggest that IwR interventions focusing on patients' blame and reproach early experiences significantly decrease OCD symptomatology, without affecting levels of depression. These data strengthen the role of IwR interventions in reducing psychopathological conditions without a direct intervention on active clinical symptoms (Veale et al., 2015). Our findings also support previous cognitive models on OCD (Mancini, 2016), highlighting the role of guilt-related early life experiences, that seem to be specific to this disorder and to contribute to the historical vulnerability to OCD.

INSTABILITY, ANXIETY AND STRESS: A COMPARISON ACROSS CHINESE, ITALIAN, RUSSIAN AND US COLLEGE STUDENTS

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Emerging adulthood is the age of possibilities, as well as the age of instability. It is a critical period characterized by pervasive changes in identity, relationships and life conditions that can create anxiety and stress. Anxiety and stress levels may vary across cultures. Collectivistic cultures are characterized by collective norms, family values, and higher levels of self-control and emotional restraint. However, emerging adulthood is a self-focused age, in which emerging adults have little in the way of social obligations, duties and commitments to others. Therefore, the role of individualism-collectivism may don't matter. Although some studies found positive relation between anxiety, stress and collectivistic personality, others found mixed results on the relation between anxiety levels and individualism score of nations. Uncertainty Avoidance (UA) as stated by Hofstede's, may has to do with the way that a society deals with the idea that the future can never be known. This ambiguity carries anxiety where different cultures have learnt to deal with it in different ways. Uncertainty Avoidance score is the extent to which members of a culture feel threatened by ambiguous or

unknown situations and have created beliefs and institutions that try to avoid them. The present study compared anxiety and stress across two individualistic (U.S. and Italy) and two collectivistic (China and Russia) countries, with different levels of UA. About seven-hundred college students (18-21 years old, $M=19.13$, $SD=1.00$) coming from China ($UA=30$), Italy ($UA=75$), Russia ($UA=95$) and the U.S. ($UA=46$) filled in the Depression-Anxiety-Stress Scale. After controlling the effect of age and gender, MANCOVA showed a significant effect of UA on anxiety and stress. Italians and Russians reported higher anxiety and stress compared to US and Chinese people. Also, the Chinese showed lower stress than the Russians. The higher the uncertainty avoidance score of the country, the higher the average score of anxiety and stress showed by emerging adults who live there. The differences were not explained by individualism score. Results suggest that anxiety and stress in emerging adults, may be influenced by the way a society deals with the instability and the uncertainty of future.

RELATIONS BETWEEN FUNCTIONAL AND DYSFUNCTIONAL IMPULSIVITY AND DIMENSIONS OF THE REVISED REINFORCEMENT SENSITIVITY THEORY

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Although impulsivity is most often associated with rapid decision-making, without thinking about the consequences, the differences between functional (FI) and dysfunctional (DI) impulsivity point to the importance of possible explanations of these complex behaviors in the light of other personality dimensions. While functional impulsivity is tendency to act quickly when it is optimal, usually connected to risk behavior, dysfunctional impulsivity refers to acting without forethought and it is related to disinhibited behavior. Revised Reinforcement Sensitivity Theory (rRST), distinguishes the behaviors determined by responding to the signals of rewards (BAS), potential (BIS) and real threat (Fight/Flight/Freeze – FFFS). Since there are important similarities in the Grey's and Dickman's conceptualization of impulsivity, as reactivity to the potential reward, it is expected that both types of impulsivity will be strongly related to BAS. Besides BAS, specific focus in this study was on examining the overlap

of FI and DI with measures of BIS and FFFS. On 1314 participants from the general population (49% of males), Dickman Impulsivity Inventory and Reinforcement Sensitivity Theory Questionnaire were applied. Results of a hierarchical multiple regression models, with gender and age in first, and BIS, BAS and FFFS in second steps, have showed that contribution of personality traits was higher in the explanation of FI (27%), than DI (14%). The results clearly showed that low BIS ($\beta = -.31$; $p < .001$), high BAS ($\beta = .24$; $p < .001$) and high Fight ($\beta = .15$; $p < .001$) have contributed significantly FI, whereas high Fight ($\beta = .23$; $p < .001$), high Freeze ($\beta = .24$; $p < .001$), high BAS ($\beta = .19$; $p < .001$) and low Flight ($\beta = -.009$; $p < .01$) have contributed significantly DI. The combined effect of BIS-/BAS+ on FI indicates that lack of emotional excitement and reward reactivity are the basic characteristics of FI, whereas Fight+/Freeze+ indicate that the lack of cognitive and behavioral control are the basic characteristics of DI.

APPROACH-AVOIDANCE IN DEPRESSIVE AND ANXIOUS SYMPTOMS: EVIDENCE FOR DISTINCT MOTIVATIONAL LEVELS

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Research devoted to explain anxiety and depression have focused on various cognitive and emotional perspectives. Besides those perspectives, researchers recently focused on the motivational underpinnings as 'approach' and 'avoidance'. Yet, this line of research focus only on approach-avoidance distinction and fails to differentiate those motivations on the motivation hierarchy implying distinct effects of tactics and strategies. Current research aims to investigate the effects of approach-avoidance systems on depressive and anxious symptoms by adopting two distinct levels of motivation. Specifically, promotion and prevention self-regulatory foci were used as strategical level predictors of symptoms and behavioral inhibition and activation systems were used as tactical level predictors. We collected data from 208 ($M=21.55$, $SD=1.56$) university undergraduates. In order to measure participants' self-regulatory foci levels, Portrait Values Questionnaire (Schwartz, Melech,

Lehmann, Burgess, Harris, & Owens, 2001) was used as proposed by Kluger, Yaniv, and Kühberger, (2001). Tactical level motivations was measured via Behavioral Inhibition/Activation Scale (Carver & White, 1994), and symptom levels were measured by Hospital Anxiety and Depression Scale (Zigmond & Snaith, 1983). Results of bootstrapped mediation analyses showed that tactical level avoidance motivation fully mediated the effects of strategic level avoidance (i.e., prevention focus) on both depressive ($B=-.26$, $SE=.13$) and anxious ($B=-1.15$, $SE=.23$) symptoms. Besides, strategic level approach motivation (i.e., promotion focus) directly predicted depressive symptoms ($B=-1.29$, $SE=.38$). Overall, results highlight the importance of distinguishing different levels of approach-avoidance systems to go beyond the standard models trying to understand their relation with effects on depressive and anxious symptoms.

THE ASSESSMENT BY DOPPLER ULTRASOUND OF HEMISPHERES INVOLVEMENT IN SPEECH AND VISUAL-PERCEPTUAL INFORMATION PROCESSING

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The integrative brain work is determined by unequal contribution of each hemisphere to the provision of different activities. The identifying of functional specialization and the assessment of hemispheres degree involvement in speech and visual-perceptual information processing are demanded in neurosurgical preoperative procedures and rehabilitation practice. A special role in such assessment is played by the simplicity and accessibility and non-invasiveness of the methods used. The method of functional transcranial Doppler ultrasound corresponds to these requirements and now is actively used for identification of hemispheric functional specialization. There are new results of

hemispheric dynamic interaction according to increase blood flow velocity in brain arteries during the performance of speech and visual-special cognitive tasks in healthy subjects (57 persons). There was the comparison of the results, which were obtained in healthy subjects and patients with unilateral tumor and cerebrovascular brain lesions (60 patients). There results permit to make a conclusion that different types of activities (speech or visual-perceptual) accompanied by join involvement of two hemispheres, but theirs dominant role are not equal. Also the unequal contribution of each hemisphere depends on lateralization of brain damage and its nosology.

THE RELATIONSHIP BETWEEN EMOTION REGULATION PROFILES, MOTIVATION DISPOSITION, PTSD SYMPTOMS AND PSYCHIATRIC CO-MORBIDITY

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The epidemiological studies found just under 10% of university students met criteria for posttraumatic stress disorder (Elhai et al., 2012; Read et al., 2011). Emotion regulation difficulties have been linked to the development and maintenance of posttraumatic stress symptoms among university students (Miron, Orcutt, & Kumpula, 2014). Ability to use a large number and diverse types of emotion regulation strategies has been associated with reduced traumatic stress (Bonanno et al., 2013). There is evidence suggesting that behavioral inhibition system sensitivity and behavioral activation system sensitivity, which are associated with emotion regulation motives, may contribute to the development of PTSD symptoms. This study investigated how profiles of emotion regulation strategies were associated with posttraumatic stress symptoms and psychiatric co-morbidity, and the moderating effects of behavioral inhibition and activation sensitivity on distress outcomes. Two hundred and four college students were recruited from two universities in China. Five groups of emotion regulation strategies (cognitive reappraisal, expressive

suppression, experiential avoidance, brooding and reflective pondering) were generated using latent profile analysis. The PTSD Checklist for DSM-5 was used to assess students' self-report on traumatic events and symptoms of posttraumatic stress disorders. The 28-item General Health Questionnaire (GHQ-28) was used to detect those with a diagnosable psychiatric disorder. Three latent profiles were identified: (1) Adaptive Regulators, (2) Medium Regulators, and (3) Maladaptive Regulators. Distinct levels of posttraumatic stress symptoms and psychiatric co-morbidity were found among emotion regulation profiles. Behavioral inhibition system sensitivity significantly moderated the impact of emotion regulation profiles on psychiatric co-morbidity. Both behavioral inhibition and activation sensitivity, however, did not moderate the impact of emotion regulation profiles on PTSD symptoms. To conclude, how people use different emotion regulation strategies was related to PTSD symptoms and psychiatric symptoms. Motivation disposition influenced the impact of emotion regulation strategies on psychiatric symptoms.

QUALITY OF LIFE AND PAIN SYNDROME IN PATIENTS WITH SPINE TUMORS BEFORE AND AFTER SURGERY

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Quality of life (QoL) in oncological patients is studied intensively. Physicians' attention is fixed not on particular symptoms and disease progression mechanisms, but on a patient as a person with his or her life problems. In clinical and epidemiological researches quality of life more often is considered a measure of medical intervention efficiency. Patients with spine tumors previously had poor prognosis, but modern surgical treatment allows increasing survival of these patients and getting better prognosis. Consequently the issue of QoL in patients with spine tumors becomes especially actual one. The factor significantly decreased QoL is pain syndrome. The aim of the study was to reveal basic parameters of QoL and pain syndrome in patients with spine tumors before and after surgical treatment. Results: Study participants were 35 patients with spine tumors. The methods were: VAS and Watkins scales, «SF- 36 Health Status Survey», Quality of Life Questionnaire-Core 30 of European Organization for Research and Treatment Cancer, Spine Oncology Study Group Outcomes Questionnaire. All patients had pain syndrome before treatment. Pain assessment

using VAS and Watkins scales before and after treatment revealed pain reduction as a result of surgery. Patients with spine tumors assess their QoL in general after surgery significantly higher than before treatment. As well patients report increasing QoL after surgery on the parameters of neurological status and pain intensity which corresponds to VAS and Watkins scales assessment. Besides the results revealed improving of QoL in patients with spine tumors after treatment on the parameter of emotional functioning. The diagnosis of patients with spine metastases refers to last stages of the disease. So treatment in these patients in most cases initially aimed at palliative care helps not only reduce pain intensity but also increase their QoL and in this way allows patients have emotionally rich life. Nowadays patients with spine tumors undergo effective surgical treatment which increases their survival, significantly improve their QoL and relieve pain. The further research is needed to study psychological factors of QoL in patients with spine tumors in order to make relevant programs of functional, social and psychological rehabilitation for these patients.

PSYCHOLOGICAL SECURITY OF SCHOOLS IN THE CONTEXT OF THE SOCIO-ECONOMIC STATUS OF THE REGION

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The growth of deviations in the children's population influenced the social status of the school and the specificity of the solved tasks. The scientific request for the study of external factors of deviations is being actualized. The research methodological basis of the study is an ecological approach (J. Gibson) which allows us to consider deviations through the prism of disrupted interactions of the educational environment subsystem elements "subject of the educational process- the sociocultural environment of the school". The sociocultural environment of a school is defined as a set of psychological, pedagogical, socio-economic, geographical, informational conditions of the educational process, allowing the member of the educational process to realize one's goals taking into account the opportunities presented within the educational system (E.Gilemkhanova). Psychological security of the school is considered as a system-forming characteristic of the effectiveness of the subject and contextual components interaction of the system. It is necessary to determine how the subject level of the educational environment is interconnected

with the contextual one in order to study psychological security. Research question: how does the social and economic status of the region affect the subject level of the school's psychological security? The data on the economic and social status of the regions were obtained from the site of the Federal State Statistics Service. The subject level of the school's psychological security was studied with the aid of the author's technique "Pupil Socio-Cultural Security Index". The study was conducted in 2017 and covered 8 districts of the republic, 36 secondary schools and 32 320 students aged 10 to 16 years. It is established that the level of wages in the region, as well as the level of employment ($F = 37.24$; $F = 3.2$, $p < 0.05$) have a significant impact on the student's sociocultural safety index. The cumulative effect of factors is also reliable $F = 10.74$; $p < 0.001$. Thus, the higher the salary and the level of employment in the region are, the higher the risk of the psychological security boundaries violation in school is. The study was carried out with the financial support of the RFBR, project 17-29-02092 ofi_m.

THE LIVED EXPERIENCE OF DIAGNOSTIC SHIFTS IN YOUTH MENTAL HEALTH SETTINGS

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In the everyday practice of mental healthcare, diagnosis is an important step in indicating prognosis and treatment pathways, explaining symptoms, and facilitating communication between health professionals. However, epidemiological data shows that psychiatric diagnoses have limited temporal continuity, particularly in early life. Over the course of a child's contact with mental health services, a diagnosis received at one time can transition into a different diagnostic classification or be lost entirely. Diagnostic shifts can have profound implications for young people and their families, given the significance invested in diagnostic labels for making sense of emotional and behavioral difficulties. However, there is currently no evidence-base to inform guidelines for how diagnostic changes should be sensitively managed in clinical practice. A series of narrative interviews were completed with children and parents who have experienced diagnostic shifts and their parents. Interviews explored the narratives through which families made sense of these changes and their psychosocial implications. Interviews were recorded, transcribed and subjected to thematic analysis.

Thematic analysis of the interview data established a range of positive and negative repercussions that diagnostic shifts may have. Clinical implications included the introduction of new treatment options, improved engagement with therapy and disillusionment due to previous missed or mis-diagnoses. Emotional implications included challenges to the self-concept, relief at improved self-understanding, the revision of expectations for the young person's future, and regret of 'lost time' before the 'correct' diagnosis was identified. Social implications included the loss/gain of diagnosis-related social identities and evolution of the parent-child relationship. Practical implications included the loss/gain of educational resources and possible change of service-providers. The research contributes to our understanding of how the documented poor reliability of psychiatric diagnosis plays out in real-world clinical practice and in the social and emotional worlds of service-users. Mental health practitioners should be aware of the challenge that diagnostic changes may entail for vulnerable young people, and balance the clinical rationale for diagnostic revisions against their possible emotional and pragmatic costs.

RESPONSIBLE LEADERSHIP STYLES AND CORPORATE SOCIAL RESPONSIBILITY VALUATION. ARE UNIVERSITIES TRAINING THE RESPONSIBLE MANAGERS THAT BUSINESSES AND SOCIETY NEED?

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In this research the relationship between responsible leadership styles and the valuation of different corporate social responsibility (CSR) dimensions is analyzed. A sample of 1833 undergraduate students enrolled in degrees related to business management in six countries were surveyed. First, a factorial analysis allows us to identify two different profiles of the relationships with stakeholders, behaviors and personal achievements the participants expected to realize in the workplace. The relational-integrative responsible leadership (RRL) style reflects a greater predisposition to work with others in a workplace (teamwork, supporting colleagues, subordinates and superiors; integrating disadvantaged people; and so on), and the individualistic-instrumental responsible leadership (IRL) style reflects a drive for personal achievement and limited relationship with others

(e.g., a focus on earning money and achieving personal status). Second, the results show that the different responsible leadership styles produce significant differences in the valuation of CSR dimensions. Several regression analyses corroborate the fact that the RRL style is positively associated with CSR oriented towards the welfare and care of internal and external stakeholders, the protection of social and natural environments and ethical issues, while the IRL style is principally and positively associated with maximizing the benefits to shareholders. Both responsible leadership styles are positively associated with the valuation of primary responsibilities to ensure business survival (for instance, by meeting customers' needs and producing quality products and services). Practical implications for the training of future managers are posed.

DYADIC COPING, MARITAL ADJUSTMENT AND QUALITY OF LIFE IN COUPLES DURING PREGNANCY: AN ACTOR-PARTNER APPROACH

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According to the systemic transactional model, pregnancy can be characterized as a situation of dyadic stress since it affects both members of the couple. However, the impact of dyadic coping on couples' quality of life during pregnancy is unexplored. Also, the potential mediating role of marital adjustment on this association remains understudied. Participants were 320 pregnant women and their partners (N = 640) who completed the Dyadic Coping Inventory, the Dyadic Adjustment Scale and the World Health Organization Quality of Life instrument. Data were analysed using the actorpartner

interdependence mediation model. Results showed that there was an intrapersonal indirect effect of dyadic coping on quality of life through marital adjustment. Moreover, an interpersonal indirect effect was found with fathers' dyadic coping being associated with mothers' quality of life through mothers' marital adjustment. These findings highlight the importance of assessing dyadic coping strategies of couples during pregnancy and targeting them in the psychological support offered to couples as a way of improving their marital adjustment, and consequently, their quality of life.

DEPRESSIVE SYMPTOMS, DYADIC COPING AND ATTACHMENT TO THE FETUS IN EXPECTANT FATHERS: A MODERATED-MEDIATION ANALYSIS

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Father-fetal attachment is an important contributor to future father-infant relationship and to child outcomes. The aim of this study was to examine factors that can contribute to hinder or facilitate the development of attachment to the fetus. Specifically, we explored the association between fathers' depressive symptoms and father-fetal attachment and examined the mediating role of dyadic coping in this association. Expectant fathers (N = 302) completed the Hospital Anxiety and Depression Scale, the Dyadic Coping Inventory and the Paternal Antenatal Attachment Scale. A moderated-mediation model was tested. Results

indicated that more depressive symptoms were associated directly (95% CI [-1.094, -.478]) and indirectly (effect = -.00; 95% CI [-.117, .106]), through positive dyadic coping (but not through negative dyadic coping), to the father-fetal attachment (R² = 16%). Moreover, being or not a first-time father moderated this association (index of moderated mediation = .39, 95% CI [.112, .726]). It seems that, for fathers both intrapersonal and interpersonal factors play a role on the development of attachment to the fetus. These findings can contribute to inform psychosocial interventions and research about men's needs during pregnancy.

CONCEPTUAL METAPHORS IN POETRY INTERPRETATION: A PSYCHOLINGUISTIC APPROACH

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Research in psycholinguistics has shown that conceptual metaphors underlie significant aspects of both linguistic and non-linguistic facets of life (e.g. Lakoff & Johnson 1980; Gibbs 1994, 2017; Kövecses 2010; Jacobs & Kinder 2017). It is currently heavily debated, though, whether metaphor is indeed always understood through the recruitment of conceptual metaphors (e.g. Keysar et. al 2000, Steen 2017). The present study explores whether people access conceptual metaphor during poetry interpretation. The hypothesis was tested in a psycholinguistic experiment. 37 participants, all native speakers of English, were asked to read 14 two-line stanzas of poetry presented to them on a computer screen. For each of the stanzas, they had to rate 8 lexical items according to their relatedness on a scale from 1 (= not related) to 4 (= very much related). The lexical sets consisted of 4 words related to a conceptual metaphor and 4 words that were unrelated. The results have

shown that, overall, the mean ratings of all participants across all target items were higher for the mapping-related than for the mapping-unrelated target words ($t(14) = 10.87, p < 0.05$). This implies that certain metaphorical expressions in poetry encourage readers to perform conceptual mappings. A close analysis of the ratings of the individual lexical items has revealed that certain items were rated much higher (or lower) than expected. This indicates that associative relatedness does not exclusively depend on conceptual mappings but may also be influenced by factors such as lexical/semantic similarities between the words in the poems and the target words, the participants' background knowledge or the context in which the metaphors are embedded. The implications of this project will be discussed for psycholinguistic theories of figurative language comprehension in literary narratives.

A SCALE TO MEASURE PARENTING SELF-REGULATION 'ME AS A PARENT': THE STUDY OF ADAPTATION TO TURKISH

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This study aims to investigate psychometric properties of the scale 'Me As a Parent' in Turkish parents. The scale developed by Hamilton, Matthews and Crawford (2014) to measure parents' perceptions of their self-regulation as a parent. In the current study, first of all, 16 items, 4 dimensions involved scale was translated in Turkish through the translation back translation procedure. The scale was filled by parents who have child age between 6 months- 12 years. 637 participants were reached via children's school and the google forms application. In order to test reliability and validity of the scale Exploratory Factor Analysis (EFA) conducted, item total correlation calculated and scores of participants at the upper and the bottom %27 part were compared. After this first wave tests 5 items were taken out of the scale due to the unexpected EFA, item-total correlation values. With the reminder 11 items addition to the same analysis Confirmatory Factor Analysis (CFA) and IRT Graded Response Model (GRM) test were

conducted, Cronbach Alpha value was calculated for the scale. Results indicated that, this scale in Turkish has a one factor structure with 4.97 eigenvalue, 45% explained variance. CFA results ($\chi^2 = 66.71$, $Sd = 44$, $\chi^2/Sd = 1.51$, $AGFI = .90$, $GFI = .93$, $CFI = .78$, $SRMR = .15$, $RMSEA = .05$) also support this one factor structure. In terms of reliability, item-total correlation scores change between .44-.66. Moreover, when mean scores of participants who are at the upper and the bottom 27% part compared for each item, t values change between 7.29 ($p < .001$) – 10.94 ($p < .001$). Cronbach Alpha score for the scale was calculated as .87. Lastly, the results of IRT GRM showed that all items have acceptable differential item functioning and the scale is better to detect parents who have parenting self-regulation perception at the lower level. As a result, 'Me As a Parent' is also reliable and valid scale to measure perception of parenting self-regulation among Turkish parents.

THE INTENTIONAL FORGETTING REQUIRES A MEANS OF DOING SO

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In the present research we first reviewed the main findings relevant to the problem of intentional forgetting with focus on the lack of systematic research isolating a conscious mnemonic goal from other variables thought to affect forgetting. From the perspective of this critique, we assumed that it would be reasonable to examine whether the intention to forget itself decreases the probability to retrieve the to-be forgotten stimulus or the mnemonic goal should be combined with forgetting-evoking means. We reported the empirical study intended to shed light on the independence of interdependence of intention to forget and forgetting-evoking means in recognition tests at a short and a long (two months) delays. 20 Russian – made up language word pairs were exposed to participants (N=71) three times. They then viewed each Russian word from a pair once, with randomized instructions “Forget”, “Remember”, “Repeat”, “Forget by generating associations to the Russian word” or

a short cognitive task. Self-reports on the mnemonic strategies were collected. Recognition tests were administered two times – four hours and two months (N=32) later. The probability to succeed by chance was 1 to 3. The main findings consisted of the fact that at two months delay at $p < .05$ the made-up words in the “Forget” and the “Remember” conditions were recognized the best, the words that were not processed in the context of any conscious mnemonic goals (“Repeat” and “Task”) were recognized worse, and the words in the “Forget by generating associations to the Russian word” condition were recognized the worst. This result brings us to the conclusion that the intention to achieve any goal with mnemonic content itself protects material from forgetting at long time intervals. In contrast, the conjunction of mnemonic goal with congruent means might form a psychological tool that makes possible to keep the initial intention effective.

WHAT IS KNOWN ABOUT THE IMPACT OF NURTURING APPROACHES THROUGH A WHOLE SCHOOL LENS?

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Nurture Groups (NGs) were introduced in the 1970s in the Inner London Education Authority in response to large numbers of vulnerable children starting school with emotional and behavioural needs (Reynolds, MacKay, & Kearney, 2009). They aim to close the gap for children who have not had essential early learning experiences allowing them to operate both socially and emotionally (Doyle, 2003). Despite a range of research on the impact of NGs (Binnie & Allen, 2008; Lyon 2017), less is known about whole school nurture, which involves applying the principles and practices of NGs across the whole school community. This literature review aims to investigate the current state of knowledge regarding the impact of nurturing approaches through a whole school lens. The review adopts a systematic approach employing a seven-stage framework (Petticrew & Roberts, 2006). A total of 146 papers are retrieved from the databases search, of which 61 are duplicate papers. Eighty-five papers are then screened using inclusion and exclusion criteria, resulting in thirteen papers for

appraisal and synthesis. Findings from these papers suggest that nurturing approaches can have a positive impact on: pupils' social, emotional and behavioural needs, pupils' academic progress, pupils in the mainstream class/school, parents and home life, and the whole school. Additionally, it is suggested that the length of time a nurturing approach is in place has an impact on its effectiveness. NGs operable for more than two years have a greater impact on pupils than those in place for less than two years. Limitations and implications for future research are discussed. Few papers focused primarily on whole school nurture, the majority concerned NGs. More research is therefore needed on whole school nurturing approaches, specifically within in the secondary context. Better quality and more robust research is required in this field. Several papers had methodological weaknesses thereby limiting replication and raising questions regarding data quality and reliability.

SUSTAINABLE QUALITY PERCEPTIONS AND CONSEQUENCES: EMPLOYEE WELLBEING, INTENTION TO LEAVE AND EMPLOYEE PERFORMANCE

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Employees' work related attitudes are affected by their perceptions about their employers and organizations. Employees are generally proud of being the part of successful organizations and being an employee of a successful company is a kind of motivator itself. Sustainable quality perceptions are one of the success criteria that employees take into consideration while they are evaluating their organizations (Çankır and Şahin, 2018). In this study we aimed to find out the role of employees' sustainable quality perceptions on employees' intentions to leave and performances. Besides figuring out those associations we also wanted to analyze the mediating role of employee wellbeing in these relations. Our participants consisted of 659 full time employees working in the finance and food sectors in İstanbul. The data were gathered by using survey methodology by using Çankır and Eti's (2017) 13-item Sustainable Quality Perception Scale, Diener et al.'s (2009) 8-item Wellbeing Scale, Babin and Boles' (1998) 3 item Intention to Leave Scale, and Kirkman and Rosen's (1999) 4 item Performance Scale. The data were analyzed by using simple, multiple and

hierarchical regression analysis, and Sobel tests. The results showed that sustainable quality perceptions predicted employee wellbeing ($R^2: .26$, $F: 229.755$, $\beta: .509$, $p < .01$), intention to leave ($R^2: .006$, $F: 4.096$, $\beta: -.079$, $p < .05$) and employees' performances ($R^2: .14$, $F: 103.650$, $\beta: .369$, $p < .01$). The hierarchical regression analysis and Sobel tests also showed that employee wellbeing acted as a partial mediator between sustainable quality perceptions and performance (Sobel: 3.697, $p < .001$), and a full mediator between sustainable quality perceptions and intention to leave (Sobel: -3.384, $p < .0001$). The results once again denoted that quality related efforts of the companies not only have implications on product or service quality and consumer satisfaction, but also on employee wellbeing and related variables as well. Further studies on the antecedents of the sustainable quality perceptions are critical for guiding the organizations, as they also have the potential to point out the possible precursors of employee wellbeing, intention to leave and employee performance.

THE RELATIONSHIP BETWEEN FAMILY UNPREDICTABILITY AND PSYCHOLOGICAL SYMPTOMS

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Family life is frequently described as a context that supports adult moral and provides trust and support for children (Hoffman, Ushpiz & Levy-Shiff, 1988; Larson, 1983; Ryan & Lynch, 1989). Collapsing family routines by various reasons can cause adverse outcomes. Family unpredictability is described as a lack of consistency regarding family behaviors and regulatory systems (Ross & Hill, 2000). The concept of family unpredictability that is based on attachment theory and learned helplessness theory has six major dimensions: financial matters, routine family meals, mother nurturance, father nurturance, mother discipline, father discipline. Financial matters evaluates whether the income was satisfying and counterbalanced family need. Routine family meals is about whether meal times were stable and with the same persons. Nurturance evaluates whether the child could reach mother/father when he/she needed. Discipline is about whether the child took the same reaction when he/she made a mistake. Studies have shown that childhood family unpredictability is associated with adverse outcomes in childhood and adulthood (Carlton et al., 2006; Obradovic, Bush, Stamperdahl, Adler & Boyce, 2010; Patterson, Ross & Hill, 2000; Wachs, 2000). The

aim of this study is evaluating the psychological symptoms of people who grew in a chaotic family. The sample of the study consisted of 248 (144 female [50,7%] and 140 male [49,3%]) undergraduates (age range: 18-29) of Hacettepe University. Retrospective Family Unpredictability Scale and Symptom Check List-90 were used to collect data. To analyze the data, structural equation modelling was used. Firstly, measurement model was tested. It yielded acceptable goodness-of-fit indices. Then, structural equation model was tested. It also yielded acceptable goodness-of-fit indices: $\chi^2(98, N = 284) = 199.373$, CFI = .953, RMSEA = .060 (90% CI: .049-.072). Family unpredictability explained 12% of the psychological symptoms variance. In accordance with literature, it is concluded that family unpredictability can increase psychological symptomatology and effect psychological well-being negatively (Carlton et al., 2006; Ross & Hill, 2000). It is possible that unpredictability in family causes emotion of despair, and eventually psychological symptomatology. Intervention programs are needed for families who live in a chaotic family environment.

INTERPERSONAL SENSITIVITY, LONELINESS AND IMPULSIVITY AS PREDICTORS OF SMART PHONE ADDICTION AMONG UNIVERSITY STUDENTS

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Besides their benefits and easiness they brought in our lives; smartphones have the potential to create problems like misuse of the phones, disruption of social relations, and risk of addiction (Gönül 2002, Kwon et al, 2013; Young, 2004). In many ways smartphone addiction is similar to internet addiction, and it contains the characteristics of other technology and behavior addictions (Cha and Seo, 2018). It seems to be a growing problem especially for the adolescents and youngsters. In this study we aimed to understand the role of interpersonal sensitivity, loneliness and impulsivity on smartphone addiction among the university students. We believe that determining the potential antecedents and risks for smartphone addiction might help the families and professional to take some precautions for this problem. With this purpose, we gathered data from 200 university students that continue their undergraduate education at the universities located in İstanbul. Smartphone Addiction Scale (Kwon, 2013) which was adapted to Turkish by Demirci et al. (2014); UCLA Loneliness Scale which was developed by Russell, Peplau and Ferguson (1978) and translated to Turkish by Demir (1989); The Interpersonal Sensitivity Measure (IPSM) of Boyce, and Parker (1989) that was validated for

Turkish Culture by Doğan and Sapmaz (2012); UPPS Impulsive Behavior Scale (Whiteside and Lynam, 2001), that was translated to Turkish by Yargıç, et al. (2011); and demographic information form were completed by the participants. The multiple regression analysis showed that Interpersonal Sensitivity scores (β : .218, t :3.822, p <.01), and Impulsivity scores (β :.191, t :2.833, p <.01) significantly predicted Smartphone Addiction Scores of university students (R^2 :.10, F :8,026, p <.01). We also analyzed the predictiveness of subdimensions of these two variables on Smartphone Addiction. For Interpersonal Sensitivity, Interpersonal Worry and Dependency dimension explained the variance in Smartphone addiction scores (β :.293, t :4,308, p <.01) (R^2 :.09, F :18, 556, p <.01). For Impulsive Behavior, Sensation Seeking (β :.179, t :3.149, p <.01) and Urgency (β :.591, t :10.378, p <.01) dimensions significantly predicted the smartphone addiction (R^2 :.469, F :87.015, p <.01). The results indicated that interpersonally sensitive and impulsive students seemed to be more prone to smartphone addiction; and parents and psychologists dealing with adolescents can consider these variables as potential risk factors for smartphone addiction.

POSTTRAUMATIC STRESS AMONG SYRIAN REFUGEES: THE ROLE OF TRAUMA CENTRALITY, DISTORTED COGNITIONS AND TRAUMA COPING SELF-EFFICACY

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Among Syrian refugees, trauma exposure characteristics following the war are associated with trauma centrality which is also associated with posttraumatic stress disorder (PTSD) and psychiatric co-morbidity. Generalized self-efficacy can mediate the impact of trauma centrality on distress (Chung et al., 2018 2018). These studies, however, have not taken account of distorted cognitive schemas which, according to the self-trauma model (Briere, 1996), can result from the trauma. Also, whilst generalized self-efficacy has been examined, the impact of trauma coping self-efficacy on distress is unknown. The present study aimed to 1) provide further evidence on the link between trauma exposure characteristics, trauma centrality and distress outcomes (PTSD and psychiatric co-morbidity), and 2) examine whether cognitive distortions and trauma coping self-efficacy would mediate the impact of trauma centrality on distress among Syrian refugees. Methods: 475 (F=210, M=265) Syrian refugees with the mean age of 34.06 (SD=11.14) were recruited from a city in Sweden and completed the Harvard Trauma Questionnaire, General Health Questionnaire-28, Centrality of Event Scale,

Cognitive Distortion Scales and Trauma Coping Self-Efficacy. Controlling for demographic variables, initial regression analyses established significant associations between trauma exposure characteristics (in particular, direct and indirect experience of horrifying events during the war), trauma centrality, PTSD and psychiatric co-morbidity. These associations, however, became non-significant after inserting distorted cognitions and trauma coping self-efficacy into the model. Trauma coping self-efficacy mediated the impact of cognitive distortions on both distress outcomes. Whilst the subjective experience of war and war-induced changes in life courses, personal beliefs, future expectations, meaning attribution and personal identity can influence psychological distress among refugees, self-schematic changes characterized by self-criticism, a feeling of helplessness or hopelessness, and adopting specific coping strategies for managing the traumatic experience, trauma-related emotions, thoughts, as well as finding meanings and accepting what has happened to them seem to have a much bigger impact on refugees' distress.

HOW RELATEDNESS NEED-SATISFACTION/FRUSTRATION AND MOTIVATION RELATE TO WELL-BEING IN THE DOMAIN OF SOCIAL NETWORK SITES

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Over years, the popularity of social network sites (SNS) has increased rapidly. As one of three basic psychological needs, relatedness need satisfaction (RNS) and frustration (RNF) may trigger different motivations (autonomous vs. controlled) and in turn, affect individuals' well-being in the context of SNS. Using self-determination theory as a theoretical framework, this study aimed to investigate the hypothesized associations noted above. Participants were 494 freshmen ($M_{age} = 18.810 \pm .918$, 190 males) randomly recruited from two universities in China. Data were collected through four self-reported questionnaires: RNS and RNF, autonomous and controlled motivation, positive and negative affect in SNS, and general subjective well-being in SNS. Structural equation modeling (SEM) was conducted with Mplus 7.4 to test the main hypothesis; moreover, demographic (i.e., gender and age) and socioeconomic status variables (i.e., parents' education level and occupation) were controlled in SEM. Demographic variables like gender were found to be associated with the observed scores for general well-being in SNS ($\beta = .086$, $p = .049$),

with girls reporting higher than boys. Model fits were adequate in the measurement model, direct effect model, and indirect effect model. The hypothesized model was supported: autonomous and controlled motivation partially mediated the relationship between RNS/RNF and well-being in SNS. Specifically, RNS only significantly predicted positive affect in SNS ($\beta = .402$, $p = .000$), which was only mediated by autonomous motivation (total effect = $.075$, $p = .034$; mediation effect = $.078$, $p = .016$). In contrast, RNF only significantly predicted negative affect in SNS ($\beta = .567$, $p = .000$), which was only mediated by controlled motivation (total effect = $.103$, $p = .028$; mediation effect = $.104$, $p = .027$). Building upon the findings of this study, it can be concluded that individuals' RNS and RNF play pivotal but distinct role in shaping individuals' motivation and further exert important influence in the level of well-being and ill-being during the SNS usage. Future research should further reveal how we can prevent relatedness need from being frustrated and facilitate its satisfaction in order to better promote individuals' positive experiences in SNS.

NEED SATISFACTION AND FRUSTRATION PROFILES AND THEIR RELATIONS WITH SNSs OUTCOMES: A PERSON-CENTERED APPROACH

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Self-determination theory (SDT) proposes that need satisfaction and frustration are two distinct concepts, both of which exert considerable impacts on individuals' functioning. To our knowledge, however, limited studies have explored how need satisfaction and frustration are combined with each other and whether their different configurations relate to different levels of well-being and ill-being, especially in social networking sites (SNSs) domain, by using a person-centered approach. This study is designed to explore these issues among Chinese university students. Total of 491 participants ($M_{age} = 18.78$, $SD = 0.80$, 38.30% males) completed self-report questionnaire assessing their offline basic psychological need satisfaction and frustration, life satisfaction, relationship satisfaction, SNSs related well-being (overall satisfaction, flow, positive affect and negative affect), and SNSs addiction. Descriptive statistics was conducted by SPSS 20.0 and latent profile analysis (LPA) was conducted by Mplus 7.4. Four profiles were identified: moderate, satisfied and frustrated, unsatisfied and frustrated, and satisfied and un-frustrated. Results found that

satisfied and un-frustrated students demonstrated the most optimal pattern, with higher general and SNSs related well-being and lower SNSs addiction; while unsatisfied and frustrated students seemed to be associated with the most maladaptive pattern, with experiencing lower well-being and showing higher SNSs addiction. As for satisfied and frustrated students, they demonstrated dual characters, i.e., reporting relatively higher SNSs-related well-being (especially flow in SNSs), and showing relatively higher SNSs addiction. The distinct psychological need profiles provide evidence for the differentiation of need satisfaction and frustration, further enriching the extant literatures. Moreover, our results—need satisfied users seems closely linked with demonstrating more positive experience in SNSs, and frustrated users, with more negative experience in SNSs—support social enhancement hypothesis that “richer get richer while poor get poor”. Overall, the study contributes a better understanding of the association between individuals' need profiles (offline) and their general and SNSs related well-being and ill-being.



ENTREPRENEURIAL TEAM DIVERSITY AND INNOVATIVE BEHAVIOR: A LOOK AT PSYCHOLOGICAL SAFETY

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Entrepreneurship has been recognized as the foundation of economic growth, and benefits the society in many aspects. This study aims to untangle the role of team diversity as a predictor of innovative behavior in entrepreneurial teams. It is expected to extend previous research that examines entrepreneurial team process and effectiveness, and explores how team diversity contributes to team outcomes. To do so, the current study, firstly explore team diversity variables and examine their relationship with innovative behavior. Further, this study examines the possible moderating effects of psychological safety climate. The study adopts a quantitative approach. Participants were 110 employees from

30 entrepreneurial teams. All members within an entrepreneurial team are required to finish 2 questionnaires, which were collected with a time-lagged design. The hypothesized model was tested using two-level structural equation model. The results found support for the diversity-performance link. A certain level of team diversity will have a positive effect on individual innovative behavior, also, psychological safety moderates the relationship between role diversity and innovative behavior. Finally, the implications for practitioners and scholars in the field of entrepreneurship, as well as the limitations will be addressed.

THE INFLUENCE OF POSITIVE PARENTING STYLES ON COPING STYLES OF MIDDLE SCHOOL STUDENTS: MULTIPLE CHAIN MEDIATION OF SOCIAL SUPPORT AND SELF-EFFICACY

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Different individuals have different coping styles will lead to completely different consequences when they are facing the same problem. Previous studies had proved that many factors could influence coping style. Positive parenting style is one of the most crucial one. This study focused on exploring the mechanism that how positive parenting styles affected individuals' coping styles. The present study hypothesized that self-efficacy and social support worked as mediating variables between positive parenting style and coping style. 3784 middle school students took Eigna Minnen av Barndoms Uppforstran-own memories of parental rearing practice in childhood (EMBU), Social Support Scale (SSS), General Self-Efficacy Scale (GSES) and Simple Coping Style Scale (SCSS). SPSS 24.0 and Mplus 8.0 were used to process data and construct multiple latent mediated models. The correlation matrix showed that positive parenting style, social support, and self-efficacy had positively relationship with positive coping style

respectively, but had no relationship with negative coping style. Multiple latent mediated models results indicated that objective support and support utilization together with self-efficacy played a partial mediated role between positive parenting style and positive coping style, with the mediating effect size of 52.48 % and 51.68 %. While subjective support had an indirectly positive predictive effect on positive coping style, it positively predicted self-efficacy, and self-efficacy furtherly predicted positive coping style, which formed a multiple chain mediated model. The mediated effect accounted for 41.06 % of the total effect. The model results showed that positive parenting style were not the direct predictor of positive coping style, it can indirectly affect positive coping style through the multiple mediation composed of objective support and support utilization together with self-efficacy and through the chain mediation composed of subjective support and self-efficacy.

JOB BURNOUT MEDIATES THE RELATIONSHIP BETWEEN ILLEGITIMATE TASKS AND JOB PERFORMANCE

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The Job Demands-Resources theory (Bakker & Demerouti, 2014) assumes that health impairment process due to chronic job demands may drain personal resources and therefore lead to individual (health problems) and organizational costs (reducing job performance). The aim of the study was to examine an indirect role of job burnout in the relationship between job demands and performance. Job burnout was described as primary symptoms (exhaustion, mental distance, loss of cognitive and emotional control) and secondary symptoms (psychological distress and psychosomatic complaints). The results of previous studies demonstrated that organizational demands to be more taxing than professional demands. In particular, job performance, both, in-role and extra-role, may be affected by work overload and illegitimate tasks (red tape). The group of 293 white-collar workers took part in a survey. The following assessment methods were used: the Job Demands-Resources Questionnaire (Schaufeli, 2015) and the Burnout Assessment Tool (Desart, Schaufeli, De Witte, 2017). In a cross-sectional design, model with parallel mediators, i.e. symptoms of job burnout, was tested using the PROCESS

macro version 3.1 (Hayes, 2018). The white-collar workers most often reported symptoms of exhaustion and psychological distress. Work overload and red tape correlated significantly with primary and secondary burnout symptoms (small to medium effect sizes), with the only exception for relationship between work overload and loss of cognitive control. After controlling of work overload, the relationship between red tape and in-role performance was partially mediated via mental distance and loss of cognitive control (total indirect effect = $-.09$ 95% CI $[-.14; -.05]$), whereas the relationship between red tape and extra-role performance was fully mediated via loss of cognitive control only (total indirect effect = $-.07$ 95%CI $[-.13; -.04]$). The new method of burnout measurement allows to examine how primary symptoms of job burnout magnify health impairment process between job demands and performance. Illegitimate tasks increase psychological costs of work (loss of cognitive control and mental distance) and thereby are associated with worse job performance. Funded by the National Science Centre, Poland, grant no. UMO-2017/26/M/HS6/00451

THE INFLUENCE OF SOCIAL COMPARISON ON COLLEGE STUDENTS' SUBJECTIVE WELL-BEING IN SOCIAL NETWORKS

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Subjective Well-being is the evaluation of people's satisfaction with their own life. Social comparison is the comparison of one's own views and abilities with others. In order to study the influence of social comparison of different directions and categories on college students' subjective well-being in the use of social networks, 176 college students were selected, between the ages of 18 and 22, half of men and women, with the method of experiment and questionnaire, to investigate the influence of social comparison direction and category on the subjective well-being of college students in the use of social networks. The results of social studies show that: (1) There is no significant difference between implicit and explicit social comparison categories on the subjective well-

being of college students; (2) There are significant differences between the upward and downward social comparative direction on the subjective well-being of college students; (3) The interaction of social comparison direction and category has a significant effect on the subjective well-being of college students; (4) The influence of downlink implicit social comparison, uplink explicit social comparison, uplink implicit social comparison and downlink explicit social comparison on college students' subjective well-being is from low to high. The study recommends that: In the use of social networks, the downward social comparison of college students can effectively enhance subjective well-being, and the explicit social comparison is more obvious than the implicit social comparison.

PSYCHOLOGICAL PROBLEMS OF ADOLESCENTS: CROSS-CULTURAL ASPECT

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The purpose of the research is to study the psychological problems of adolescents in different socio-economic conditions. Social stressors are acting in the adolescence together with normative, age-related crisis; therefore, adolescents become the part of society that is strongly dependent from changes in socio-economic conditions. The research is based on L.Vygotsky's cultural-historical theory, the works of S.Rubinstein, A.Leontiev, and W. Bronfenbrenner's theory of ecological systems. The "Problem Questionnaire" by I. Seiffge-Krenke was used in the study conducted from 1993 to 2015. More than 4500 teenagers from Germany, Russia, Vietnam, China, West Africa took part in it. The use of the same tool opened opportunities for comparative analysis of the adolescent's psychological problems in cultures with different conditions of socialization. The results of cross-cultural research reflect the differentiated influence of socio-economic factors, represented on macro, meso, and microenvironment level. Comparative analysis of the problematic experiences of adolescents living in different cultures during the period of socio-economic crisis and recovery shows that some age-related psychological characteristics remain constant

regardless of sociocultural conditions and others are affected by them. The first ones are relations with parents and peer relations. The second are the attitude to the future, to leisure time and to themselves. The influence of the society strongly appears in the situations of social upheaval or the fall of economy. However, traditional for the society forms of relationships also have a significant impact to micro-social groups. Psychological services for adolescents are developing around the world. One of their tasks is to solve the psychological problems of adolescents in communication, learning and self-assessment. The educational programs for parents and teachers, psychological support to adolescents, designed according the socio-economic conditions of their development and individual characteristics are very important. During twenty years of work of L.Regush's scientific school was created a new questionnaire "Psychological problems of adolescents", which was standardized on Russian sample of adolescents aged 13–16 years. Its main scales were changed according to the most relevant areas of Russian adolescents' problem experience: school, future, parents, peers, self-attitude, leisure, health, society.

TESTING AN ASSUMPTION OF THE CENTRAL-LIMIT THEOREM AS PRACTICED IN EMPIRICAL PSYCHOLOGICAL STUDIES

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Data obtained in empirical Psychological studies are always analyzed with statistical tests. Many of these statistical tests (e.g., t-test) assume that a distribution of the data has a normal distribution. Many scientists consider this assumption satisfied because of the central limit theorem. This theorem says that variables always form a normal distribution when these variables are sums or averages computed from a specific number of other variables that are randomly sampled from an arbitrary distribution. Consider some experiment testing human participants. Some dependent variable is measured multiple times and an average of the measured variables is computed for each participant. Note that these averaged variables were collected from multiple participants that do not form a normal distribution because a condition of the central limit theorem has not been satisfied. Randomness of the dependent variable within the individual participants and the randomness of the averaged dependent variable across the participants are taken from completely different mechanisms. The central limit theorem can be applied only when these two types of random variables have identical

distributions. We tested how this violation of this condition affects the results of a t-test in computer simulations using the Monte-Carlo method. The frequency of rejecting the Null hypothesis was measured under a condition in which the Null hypothesis had actually been satisfied. Two sets of random variables were sampled from a single, non-normal distribution and they were compared by using an unpaired t-test. The significance level of the t-test was 5%. The non-normal distribution was generated by combining two Gaussian functions with identical width and height but with different positions. We controlled the number of the samples from the distribution and distance between the Gaussian functions as independent variables. The session was repeated one million times for each condition. The results of these simulations showed that the null hypothesis was rejected more frequently than 5% with the non-normal distribution (e.g. 5.7% when the sample size was 4 and the distance was twice that of the full-width-at-half-maximum of the Gaussian functions). Clearly, the type-1 error in empirical studies was potentially more frequent than many people must have thought.

PREDICTORS OF SOCIAL PARTICIPATION AND WELL-BEING IN HOMELESS CLIENTS: A STRUCTURAL EQUATION MODEL

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A contemporary approach to support the homeless is usually to offer them housing, but this alone is not sufficient to improve their social participation and well-being. For example, the evaluation of the Housing First Europe project showed positive results in ending homelessness, but it also showed negative side effects such as loneliness and social isolation (Busch-Geersema, 2013). Research also showed that social participation enhances well-being and happiness (Eurostat, 2010). Consequently, it is necessary to examine which factors enhance social participation and well-being. In the present study we examined care-related and demographic predictors of well-being among 225 homeless clients of a Dutch organization providing shelter services and ambulatory care (shelter facility). The role of social participation as a mediator was considered. In this study we used the following care-related predictors: (1) participation in various group activities in the shelter facility, and (2) client's experiences with care, such as their satisfaction with the social worker and the shelter facility. Additionally, age and education level were included as demographic predictors.

Results from Structural Equation Modeling showed that the client's experiences with care and education level were predictors of well-being with a mediating role of social participation, and that participation in activities at the shelter facility was a direct predictor of well-being ($\chi^2/df = 1.668$, CFI = .961, RMSEA = .055). However, age was not significantly related to social participation or well-being. These findings indicate the importance of social participation. Moreover, we suggest that interventions for the homeless should be based on a combination of individual and group approaches. Special attention should be given to the client-worker relationship and to client satisfaction. Unfortunately, some Dutch (mental) health care institutions have been implementing cost-cutting measures recently, and have stopped offering activity programs to clients. However, we believe that group-based interventions can actually help to save costs, especially when parts of the individual programs are substituted by group work. Clearly, more research regarding the cost-effectiveness of activity-based programs would be helpful.

GROWTH THROUGH PARTICIPATION: A LONGITUDINAL STUDY OF A PARTICIPATION-BASED INTERVENTION FOR (FORMERLY) HOMELESS CLIENTS

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The current longitudinal study examined a participation-based intervention for homeless and formerly homeless clients, Growth Through Participation (GTP), developed by a Dutch organization providing shelter services and ambulatory care. GTP is based on a combination of group and individual approaches, whereby clients are enabled to learn to identify their strengths and talents, to develop social skills through interaction with each other, and to learn to once more lead a structured life (SMO Breda, 2014). GTP is based on principles of a strength-based approach (Rapp & Goscha, 2012; Wolf, 2016) and also includes organizational aspects (e.g., leadership styles, organizational culture, and work engagement). GTP aims to enhance social participation and quality of life among (formerly) homeless clients. The present study was conducted among 172 (formerly) homeless clients and comprised three measurement time points. It examined whether (1) quality of life increased during the GTP intervention; (2) social participation (e.g., labor/recreation), self-esteem, clients' experiences with care (i.e., satisfaction with the

services received and with the client-worker relationship), and psychological distress improved during GTP; (3) clients exhibiting psychological distress benefit more from GTP than others. Results from Latent Growth Modeling showed that quality of life ($M(T1) = 59.70$, $m = .92$, $p = .04$) and the amount of time clients spent on labor activities ($M(T1) = 5.83$, $m = .72$, $p = .02$) increased significantly, but the amount of time clients spent on recreational activities ($M(T1) = 16.60$, $m = -2.53$, $p = .03$) decreased over time. Clients with psychological distress experienced increased quality of life ($m = 2.56$, $p < .001$) and self-esteem ($m = 1.09$; $p < .001$), and reduced psychological distress ($m = -.15$; $p < .001$). Other variables did not significantly change during GTP. Although not all hypotheses were (fully) confirmed, it can be concluded that GTP seems to be a potentially promising intervention. Hence, it is in line with government policy in the Netherlands and various other Western countries, because it enhances an important aspect of social participation (i.e., labor) and quality of life. It is recommendable to conduct a multisite RCT to determine the efficacy of GTP.

HOW IS PARTICIPATION RELATED TO WELL-BEING OF HOMELESS PEOPLE? AN EXPLORATIVE QUALITATIVE STUDY IN A DUTCH SHELTER FACILITY

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Social participation, defined as 'a person's involvement in activities that provides interaction with others in society' (Levasseur et al., 2010), is a high priority issue for the Dutch government and the European Union, because it enhances well-being and brings happiness (Eurostat, 2010; Wallace & Pichler, 2009). For the large majority of homeless people, participation is not self-evident because they are often socially isolated (Van Straaten et al., 2016). The current research is conducted within a Dutch homeless shelter facility that offers educational, recreational, and labor activities to clients in an environment which is designed to feel safe (an enabling niche). The main aim of these activities is to facilitate social participation. We conducted two qualitative studies consisting of 16 semi-structured interviews, to explore clients' experiences with participation in activities in relation to their well-being. Data analysis consisted of transcribing data, followed by structuring the participants' answers in a meta-matrix (Miles & Huberman, 1994) and using color codes to distinguish

relevant quotes associated with the different themes. By using this method, we were able to explore the answers from each individual participant in detail and we were able to perform systematic comparisons between participants. Findings showed that clients experienced that participation had led to an improvement of physical, social, and mental well-being. In general, clients reported that due to participation in activities they have strengthened their social support network, improved their (mental and physical) health, self-esteem and personal growth. We concluded that in order to facilitate lasting positive outcomes of participation in practice, it is necessary to focus on group cohesion, and on the social worker's behavior and attitude. Finally, we recommended to conduct future research on participation in activities in society as a whole (i.e., one step further than participation in activities in a shelter facility) and the steps that are necessary to accomplish social participation.

THE MECHANISM OF GENDER-EMOTION STEREOTYPES: BASED ON DUAL-PROCESSING THEORY

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Stereotype is one of the core issues in social and psychological fields because of its significant impact on information processing in social cognition. The internal mechanism of stereotypes, however, is still uncertain. The stereotypical response tendency is commonly considered as an automatic consequence of cognitive processing. Recent research, however, has found that gender-emotion stereotypes may have a bottom-up processing pathway, in addition to the well-known top-down processing one. The present study try to further confirm this dual-processing mechanism of gender-emotion stereotypes. In present study, we measured the gender-emotion stereotypes of 57 undergraduates by face recall task, and used revised process-dissociation procedure analysis to estimate the independent contribution of automatic and controlled processing to gender-emotion stereotypes. Materials for face perception were created by FaceGen Modeller 3.5. For trials asking to recall the emotional expression, no matter if emotional expressions of distractors are congruent or incongruent with the targets, the error rates of male faces with fearful

expression were significantly higher than female faces with fearful expression and male faces with angry expression ($p < .001$), and the error rates of female faces with angry expression were significantly higher than male faces with angry expression and female faces with fearful expression ($p < .01$), indicating that participants tend to misperceive the fearful face of a male as angry and the angry face of a female as fearful. However, there was no significant difference in the comparison among all face types above in the trials of recalling gender ($p > .27$). After parsing responses into automatic and controlled components of stereotypical perception tendency of emotional expressions by revised process-dissociation procedure analysis, the one sample t-test with S_{aut} and S_{con} were both significantly greater than zero, indicating that stereotype may include not only an automatic processing, but also an independent contribution from the controlled processing pathway. The revised process-dissociation procedure analysis confirmed that both automatic and controlled processing have their own independent effects on gender-emotion stereotypes.

DEVELOPING AND TESTING THE EFFECTIVENESS OF AN ONLINE GROUP INTERVENTION PROGRAM IN MEANING-MAKING

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Infertility stands as a stressful life event affecting many individuals, especially women (Domar et al., 2000). These individuals have limited access to professional psychological help (Read et al., 2014) and they have increasingly been choosing internet to obtain information and get social and psychological support (Greil & McQuillan, 2004; Satir & Kavlak, 2017). The current study aims to develop and test the effectiveness of an online intervention program in meaning making of infertility. The intervention program was developed based on Wong's Meaning Centered Therapy principles (2010). An 8-weeks online group intervention program focusing on improving the positive meaning making of infertility was held through an instant messaging program. It was implemented by a clinical psychologist to 27 women diagnosed with primary infertility. Their results on Presence of and Searching for Meaning, Post-Traumatic Growth, Stress Appraisal Measure (measuring Threat, Challenge, Controllable by Self, Controllable by Others, and Uncontrollable by

Anyone in a specific stressful event) as well as depression, anxiety, hopelessness, positive and negative affect and finally infertility self-efficacy were compared with the results of 24 infertility diagnosed women in the waiting list-control group. In the pre-test post-test control group study, as expected, the online intervention was found to be effective in increasing presence of meaning and the tendency to evaluate infertility as a challenge, controllable by self and controllable by others in infertile women. Moreover, the online intervention was effective in increasing infertility self-efficacy. The current study presented promising results in terms of using internet in providing psychological support. To the best of our knowledge, this is the first study in the literature aiming to develop and the effectiveness of an online intervention in meaning making of infertility. The whole intervention or some parts of it can be adapted to and then implemented with different kinds of stressful health conditions.

COPING BEHAVIOR AS A TOOL FOR SELF-RELIANCE OF SECURITY UNDER STRESS: A GENDER ASPECT

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The field of study is education with many transformations and risks. The aim is to reveal the differences of students' coping behavior under stress. Methods are Coping Test (R.S. Lazarus); Social Readjustment Rating Scale (T.H. Holmes, R.H. Pahe); Module «Personality» of Career guide (A.G. Shmelyov); SPSS program: correlation and comparative analysis. The respondents are first-year students, 18-19 years old, 198 females and 81 males (School of Arts and Humanities, FEFU). A quarter of students is characterized by low level of psychophysical well-being and health problems, more than half – neurotic development, a fifth – low resistance to frustration. Optimism about their own health prevails over the care of them. Level of males' neuro-physical health and well-being is higher. They are less anxious and neurotic. Females are more vulnerable, characterized by tendency to despair and to fall ill. They have higher stress load, psychosomatic problems and defense reactions. Top 5 of copings includes «Planning Solutions», «Finding Social Support», «Self-control», «Taking Responsibility» and «Positive Reevaluation». Constructive coping is more common in students with low stress load. The correlation analysis revealed a direct relation between the level of stress load and the choice of

non-constructive coping strategies ($p < 0.01$). In the case of taking into account the stress level, statistically significant gender differences were established for copings: «Finding Social Support» ($p < 0.01$) and «Planning Solutions» ($p < 0.05$) under low stress load, «Escape-Avoidance» under threshold stress load ($p < 0.05$); for personality traits: «Emotional stability» at all levels of stress load, «Proactive attitude» under low and high stress load, «Consent» under high stress load ($p < 0.05$). Males are more active and emotionally stable. A comparative analysis revealed statistically significant differences in the choice of non-constructive coping strategies under threshold stress load ($p < 0.05$). A first year student with non-constructive one is characterized by emotional instability, low level of self-control, communication problems, closure, distancing, disorganization, anxiety. This study proves the significance to develop the students' competence to constructively cope with life difficulties. In case of stress load increase, the influence of gender and psychological personality traits on the choice of coping strategies decreases and the probability for students to choose non-constructive coping strategies increases.

CROSS-CULTURAL TESTING OF A MODEL OF INTERGROUP ANXIETY, EMOTION REGULATION, NATIONALISM, AND ETHNIC OUTGROUP AGGRESSION

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In the current study we focus on the psychological mechanisms behind ethnic outgroup aggression in mainstream groups living in 10 countries. We proposed and tested a new model in which emotion regulation, nationalistic attitudes, and national identification all mediate the link between the intergroup anxiety, susceptibility to persuasion, and contact with ethnic outgroups on the one hand and ethnic outgroup aggression on the other. The current project is scientifically relevant as it is the first to assess a refined cross-cultural framework on the anxiety-nationalism-aggression relationship. The data set was collected using an online panel among 2,482 mainstream students living and studying in cities in the Netherlands, Serbia, Aruba, Albania, Montenegro, Russia, Turkey, Kosovo, Greece and Croatia. All constructs were assessed by measures that employed Likert-scale format (e.g., Intercultural Anxiety Scale; Susceptibility Questionnaire; National Identification Scale, Emotion Regulation Questionnaire, adapted scale on ethnic outgroup aggression), where back-to translation was applied. Multigroup path analysis supported a model in which in all mainstream groups' emotion regulation, nationalistic attitudes and national identification mediate the relation

between intergroup anxiety, susceptibility to persuasion, and contact with ethnic outgroups as antecedents, and ethnic outgroup aggression as outcome ($\chi^2 = 1028.071$, $p < .001$; $\chi^2/df = 1.955$, CFI = .938, RMSEA = .02). High intergroup anxiety toward ethnic outgroups and susceptibility were associated with low ethnic outgroup aggression, but only when emotion regulation was taken into account. More contact with ethnic outgroups was associated with more nationalistic attitudes and national identification. While nationalistic attitudes are further positively related to ethnic outgroup aggression, national identification is negatively related to the same type of aggression. Additionally, results from MANOVA showed that ethnic groups significantly differ in all assessed constructs. We concluded that intergroup anxiety, susceptibility to persuasion, contact with ethnic outgroups, emotion regulation, nationalistic attitudes and national identification are all important for the understanding of ethnic outgroup aggression in ethnically diverse societies. Future research might benefit from including Cross-Cultural Competence and Intercultural Adjustment to this model considering their important role in social attitudes formation, especially during intercultural contact.

IMPLICIT CONCEPTION OF SELF-CHANGE IN EVERYDAY CONSCIOUSNESS

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Self-schemas, salient identities, implicit theory of personality are considered as significant factors of human activity regulation and effectiveness of difficult situations' overcoming in various spheres of life [Markus, Nurius, 1988; Dweck, 1999, 2008; Lee, Jamieson, 2018]. The aim of this study is to identify which implicit concepts of human variability exist in ordinary consciousness of people and how they are related to personal readiness for changing. a semi-structured interview. Sample: N=62 (25 men, 37 women), average age is 35.3 years (SD =11.2, min – 21, max – 72). Implicit conception of changeability is characterized by a consistency of ideas about a possibility of fundamental changes in life ("start from scratch") and an opportunity of own changes ($r=.29, p<0.05$). The answers regarding a possibility of fundamental changes ("Is it possible to start life from scratch?") were distributed as follows: (1) recognition of possibility for changing (55%); (2) inability for fundamental changes, because a person can not forget his/her past, escape of environment and responsibilities towards his/her relatives (21.7%); (3) need for suitable circumstances (10%) (resources) or

certain personal characteristics (10%). The more a person recognizes the opportunity to start his/her life from scratch, the greater the number of self-change situations in his/her life (reading literature, attending special classes, trainings) ($r=.25, p<0.05$). With age, a conviction about the possibility to start own life from scratch decreases ($r=.30, p<0.05$), a volume of statements related to personal obligations, primarily to family, children, etc. increases ($r=.25, p<0.05$). It turned out that men compared to women more often tend to believe that some people are able to change radically their lives, to start from scratch, and some people are not ($r=.29, p<0.05$). In the second study (N=30, 20 women, 10 men, average age 41,7), along with an interview, a projective test was used to explain the changes taking place in people's life. The results of both studies have shown that the process of personal change is described by respondents as reactive process, as a forced response to circumstances, and not as a proactive changing of themselves. The study was supported by Russian Foundation for Humanities, project 18-013-00703/18

ROLE OF THE SIGNIFICANT OTHER IN THE EXPERIENCE OF POST-TRAUMATIC STRESS DISORDER

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PTSD is described as an intense emotional response caused by the exposure to an event that is potentially threatening to the life or health of the person or to a person close to them. Relatives, family members and significant others that live day by day with a person diagnosed with PTSD have the risk to develop Secondary Traumatic Stress Disorder, emphasized by their emotional and physical connection. This research focuses on a deep understanding of the experiences of secondary victims oriented to family, friends or significant others; knowledge their perception as well as the consequences that the traumatic event exerts in their lives. So, have a better understanding of the role of the significant others in their new reality as individual, family and social life. In a mix, voluntary and anonymous participation of significant others that are over 20 years old, semi-structured interviews were recorded by audio and, subsequently were applied with a sociodemographic questionnaire the Portuguese version of BSI, WHOQOL-Bref, IES-R and, SORTS. Through this mixed methodology, the data information is analyzed with the SPSS statistics

program. The data analysis is configured by a scheme of inter-linked factors for the understanding and recognition of the role of significant others in the coexistence with the PTSD. The design is projected for data collection until June 2019. Up to now, indicators of physical and mental health problems are evidenced, with a higher percentage of emotional distress and depression versus the acquisition of self-awareness about personal competences and deprivations. The literature indicates that a person can manifest symptoms of this disorder immediately or after several years the traumatic event occurred. By analyzing the data obtained, it has been seen that the elapsed time is an important factor in the manifestation of symptoms with a proportional relation to age, social support, occupation and gender. Dealing with a new reality involving internal and external factors emphasizes the importance, interest and necessity of this research. The participation obtained underlines the value that a significant others represents, as well as the needs and responsibilities that arise within their new context of life.

FORMATION OF THE IMAGE “I AM A SUCCESSFUL PERFORMER” IN THE STRUCTURE OF THE SELF-CONCEPT OF A MUSICIAN IN THE PROCESS OF LEARNING

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The problem of the formation of the psychological readiness of a musician for performing activities is one of the most important topics in education. The purpose of the research: the identification and study of the components of the self-concept and the implementation of correctional and developmental psychological counseling aimed at forming the image «I am a successful performer». The respondents are students of the Saratov Regional College of Arts in the amount of 60 people. The hypothesis – the formation of the image “I am a successful performer” is due to the ability of the performers to adequately experience disturbing situations through targeted social and psychological learning. The technologies of cognitive-behavioral therapy (according to A. Beck and D. Beck), systematic desensitization (according to D. Volpe), the theory of experiencing F. Ye. Vasilyuk. To diagnose the dynamics of personal changes in the course of a targeted correctional and developmental program, the following methods were used: modification of the test of incomplete sentences (D.Saks and S.Levi), the alarm scale of A. Beck, test C.D. Spielberger – Yu.L.Hanina (personal and situational anxiety),

content analysis of the essay “I’m on the scene”. The use of techniques of cognitive-behavioral therapy and systematic desensitization contributed to the formation of the ability to control one's own anxiety, reduced the level of anxiety of students on the stage and to achieve greater productivity of performing activities. The result of testing on a scale assessing the level of situational and personal anxiety (Ch.D. Spielberger, Yu.L. Khanin): personal (before the experiment): 63 points, (after) – 46 points; situational (before the experiment): 65 points, (after) – 37 points. The implemented psychological correctional program contributed to the formation of the image “I am a successful performer” in the I-concept and allowed us to ensure the stability and sustainability of the musician's behavior in a concert performance. The developed psycho-correctional program allowed: to develop the skill of analyzing cognitive distortions, to transform the image of “I am a performer” in the direction of increasing self-esteem and self-esteem, to form an experience of a positive experience of the situation “I am on stage”.

DIGITAL MEDIA AND YOUTH'S MENTAL HEALTH

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The proliferation of digital media significantly changed the socio-cultural context of youth's development and the ways young people learn, communicate, and interact with others. This presentation will synthesize research on the impact of digital media on youth's mental health. Excessive digital media use can interfere with important, formative relationships with family and peers. Parental withdrawal and unresponsiveness due to Smartphone use might have negative consequences for infants' social-emotional development (Myruski et al., 2016). The overuse of screen media negatively affect youth's social-emotional skills, including empathy (Hansel, 2012). Social comparison through social media is associated with body image problems and depressive symptoms (Meier & Gray, 2013; Manago et al., 2008). Overuse of digital media alters the motivational system by creating a perceived need to be constantly connected with others. The resulting fear of missing out is associated with stress (Balta et al., 2018; Morin-Major et al., 2016). The overuse of social networking might disrupt sleep which heightens risks for depression and externalizing problems

in adolescents (Vernon et al., 2016). Digital media also alter reward system and might lead to Internet addiction and consequent depression, substance use, aggressive behavior, and diminished cognitive control (Wang et al., 2015; Rial et al., 2018). Youths with Autism Spectrum Disorder and ADHD are at a greater risk to develop compulsive digital media use than their typically developing peers (MacMullin et al., 2016; Weiss et al., 2011). Early exposure to screen media is associated with subsequent attentional problems (Christakis, 2009). Watching fast-paced media content has a negative impact in children's executive functioning (Lillard & Peterson, 2011). Digital media multitasking can also compromise executive functioning by overtaxing mental resources (Baumgartner et al., 2014; Courage et al., 2015). Digital media multitasking is also associated with depression and anxiety, possibly disrupting attentional control involved in affect regulation (Becker et al., 2013). The presentation will offer recommendations on how to integrate research on the impact of digital media in mental health practice with parents and youths.

THE ROLE OF PEER SUPPORT IN PRESSURED CLASS CLIMATE: FOCUSING ON THE MEDIATION OF ACADEMIC HATRED IN JD-R MODEL

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Job Demands-Resources (JD-R) model is recognized as one of the leading job stress model. JD-R proposes two processes: 1) Health impairment process: high job demands lead to strain and health impairment. 2) Motivational Process: high resources lead to increase motivation and higher productivity. Currently, this model has been applied to the school context and proves the importance of academic demands and resources related to students' achievement and their mental health. Based on JD-R, we were focusing on the effects of interpersonal resources (i.e., peer support; PS) to academic burnout (AB) and academic engagement (AE) at pressured classroom climate caused by teacher's academic demands. Also, we set academic hatred (AH), which is an academic emotion among Korean students, as a mediator in the relations between PS and AB/AE. Hypothesis1 (H1): PS is related positively to AE and negatively to AB. Hypothesis2 (H2): PS is negatively related to AH. Hypothesis3 (H3): AH mediates the relationship between PS and AB/

AE. To test our hypotheses, we performed Multi-Group Mediation Analysis by Amos 18.0. Data was collected from 3rd-year students in 8 high school, including 43 classes, in South Korea (N=1,015, response rate 94.2%, female 57.3%) before one-month the College Scholastic Ability Test. Results are as follows. H1 was supported in HP (high level of pressured class climate group; $\beta = -.17^{***}$ at AB, $\beta = .17^{***}$ at AE), however, in LP (Low level of pressured class climate group), the effects of PS on only AE was significant ($\beta = .18^{***}$, not significant on AB). Next, H2 was supported in only HP ($\beta = -.20^{***}$) because the effect of PS on AH was not significant in LP. Finally, H3 was supported in only HP. Concretely, AH partially mediates the relations between PS and AB (indirect effect = $-.095$, 95% CI $[-.16, -.05]$), and AE (indirect effect = $.127$, 95% CI $[.06, .21]$). This study has implication which could provide an answer to the question 'why people are able to stay enthusiastic even in a work environment where work-demand is high'.

BURNOUT, ANXIETY AND DEPRESSION IN MEDICAL PROFESSIONALS

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Medical profession is a stress factor for the development of burnout, symptoms of anxiety and depression as a result of 24-hour work, delayed work-life balance gratification and challenges associated with patient care. This study aimed to verify the rates of burnout, anxiety, and depression presented by health professionals working 24-hour shifts under emergency conditions. Forty-five medical professionals – physicians, biologists, chemists and laboratory technicians from the University Hospital St. George (Plovdiv, Bulgaria) were compared to 45 individuals in a control group working outside medicine. Burnout was measured using the Maslach Burnout Inventory (MBI). Anxiety and depression were measured using the State-Trait Anxiety Inventory (STAI) and Zung Self-Rating Depression Scale (SDS). Saliva cortisol by chemiluminescence enzyme immunoassay and glycosylated hemoglobin (HbA1C) (Beckman Coulter systems) were also studied as stress-related biomarkers. Data analysis was performed with IBM SPSS Statistics 25.0. The level of burnout in the subscale of

emotional exhaustion was high in 96.6 % of medical professionals. In the subscale of personal accomplishment, 39% had high scores. In terms of the depersonalization subscale, all of the participants showed a low level. Regarding the STAI 22.2 % and 68.9 % of medical specialists showed positive score (≥ 40) for S-anxiety and T-anxiety scale, respectively. 11.1 % indicated greater anxiety (score ≥ 55) for T-anxiety. In relation to the depression scale, 31.1 % had mildly depressive states and 8.9% had moderately depressive states. Participants with a high level of emotional exhaustion presented higher results for saliva cortisol and HbA1C compared to the control group. A significant positive correlation existed between the two dimensions – emotional exhaustion and depression ($r=0.683$, $p<0.01$). In conclusion, our study verifies that there are some psychological aspects related to stress in the medical profession and may indeed be relevant for further research in order to improve individual health and decrease negative aspects of professional stress.

GENDER-RELATED PATTERNS OF PSYCHIATRIC DISORDER CLUSTERING AMONG BARIATRIC SURGERY CANDIDATES: A LATENT CLASS ANALYSIS

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Obesity and mental disorders have become major challenges to medicine. The panorama suggests that psychiatric disorders can be persistent and co-occurring, and indicates the possibility of subgroups psychopathological between patients seeking to bariatric surgery. Objective: 1) to investigate the persistence and co-occurrence, of psychiatric disorders; 2) identify clinically distinct psychopathological subgroups among patients candidates for bariatric surgery. This is a cross-sectional observational study in patients with obesity level III, awaiting bariatric surgery at the Hospital das Clínicas de São Paulo. The subjects were submitted to semi-structured interview for psychiatric diagnosis: SCID (Structured Clinical Interview for DSM-IV Axis I Diagnosis). The sample size was 393 patients (79.1% women); age mean 43 years, mean of BMI 47,8% kg/m². The persistence of disorders was defined by prevalence ratio (PR): one month-to-lifetime (1M/LT). The co-occurrence of psychiatric disorders was investigated by the tetracoric correlation analysis. The psychopathological profiles were detected by latent class analysis, differentiated by gender. Logistic regression analysis showed the influence of socio-demographic factors. Most of the sample presented 2 or more co-occurrence lifetime psychiatric disorders. Anxiety disorders were the

most persistent conditions and were significantly correlated with bipolar, depressive and eating disorders. The best-fitting solution of latent class analysis, for both genders, was 3-class psychopathological. Women: (1) "oligosymptomatic" (42%) low probability of psychiatric disorders; (2) "bipolar/comorbidities" (33%); (3) "anxiety/depression" (25%). Men, (1) "bipolar/comorbidities" (47%); (2) "oligosymptomatic" (40%); (3) "anxiety/depression" (13%). For both genders, the likelihood of eating disorders was higher in both "bipolar" and "anxiety/depression" classes. Substance use disorders was prominent among "bipolar" men. In comparison with "oligosymptomatic" class, the likelihood of higher BMI was observed among "bipolar" men and poorer work attainment among men with "anxiety/depression". Psychiatric disorders are frequent and enduring conditions among patients looking for bariatric surgery. Comorbid anxiety, mood, and eating disorders are remarkable features in treatment-seeking patients with obesity. Three comorbidity profiles were detected in pre-surgical period, in patients with severe obesity. The class of "bipolar disorders" most likely presented comorbidity with eating and substance use disorder. This natural clustering of psychiatric disorders among bariatric patients suggests gender-related therapeutic approaches.

BEYOND CLINICAL DESCRIPTIONS, EXPERIMENTAL DATA SUPPORTED PRESERVED MEMORY CONTROL FOR TRAUMA-RELATED INFORMATION IN PTSD

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Intrusive traumatic recollections suggest an inability in Posttraumatic Stress Disorder (PTSD) to control and notably to inhibit trauma memories. Supported by inhibitory deficits found on experimental settings in PTSD, memory functioning and memory biases in the disorder were usually explained through inhibitory and control deficits in the processing of trauma-related information. The two experimental studies presented here were designed for investigating inhibitory deficits accounts of memory biases for trauma-related information in PTSD. The first study compared 34 patients diagnosed with PTSD to 37 un-traumatised controls. The second study compared 32 participants presenting high levels of Posttraumatic Stress Symptoms (PTSS) at the PCL-5 (i.e. > 40) to 32 participants presenting low levels of PTSS (i.e. < 20). Through directed forgetting and negative priming procedures, the two studies investigated respectively controlled and automatic abilities to inhibit memorisation of Positive, Neutral, Negative and Trauma-related words. Repeated-measures ANOVAs were

performed on the proportions of correctly recollected words by type of word and encoding conditions. Considering PTSD symptoms, we expected participants presenting high PTSS to be unable to inhibit their memory functioning for trauma-related stimuli. However, on both studies, while these participants recollected more trauma-related words compared to other valences and control participants, contrary to expectations, memory inhibitory abilities were specifically preserved for trauma-related words while they vanished for other valences. In conclusion, rather than the expected inhibitory deficits, our results suggest that PTSS are associated with a preserved cognitive functioning and notably preserved memory inhibition abilities for trauma-related material at the expenses of other information. Considering the inability in PTSD to inhibit traumatic intrusive memories, these results appeared quite counterintuitive. Questioning links between clinical views and experimental data in PTSD, these findings additionally shed some new lights on theories of resources reallocation in PTSD.

DIFFERENT FORMS OF CIVIC ENGAGEMENT AMONG EMERGING ADULTS IN RELATION TO IDENTITY COMMITMENT AND EXPLORATION

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Civic engagement involves diversity of civic attitudes and behaviors such as voting and volunteering. In few empirical studies, each form of civic engagement has been examined separately in relation to identity formation. As identity formation is considered as a central developmental task of emerging adulthood, it is important to understand how young people in this developmental period explore their identities and search for ways of participating in the society. So, the aim of this study is to examine how identity exploration and commitment of emerging adults in ideological and interpersonal areas relate to political, unconventional political and community-oriented forms of civic engagement and socio-demographic variables. The sample consisted of 583 university students (49.2% female, 50.8% male) between the ages of 18 and 23 ($M_{age} = 19.29$, $SD = 1.26$) living in Istanbul. The Ego Identity Process Questionnaire (EIPQ) and scales measuring political voice, engagement in electoral politics, unconventional politics and community issues were administered individually. A series of hierarchical regression analyses were performed after controlling for gender, age, parental educational level and size of hometown to examine the relations between

identity processes and civic engagement. Hierarchical regressions revealed that ideological exploration positively predicted involvement in community issues, unconventional political engagement and expressing political voice. Higher ideological commitment contributed to stronger engagement in electoral politics. Interpersonal exploration and commitment were not found to be related to civic engagement. Maternal educational level positively predicted political voice and unconventional politics. Women and students from relatively small hometowns were found to be more likely to engage in community issues. The results indicated that ideological exploration was the main identity process in emerging adulthood contributing to most of civic activities. Yet, engagement in electoral politics required stronger commitment. Overall, the findings suggest that identity processes associated with civic engagement vary by the form of civic engagement. The study highlights the link between identity and various forms of civic engagement. Practical and theoretical implications of findings are discussed in terms of identity theories and socio-cultural factors.

PERCEPTION OF LEADER'S FIGURES, POLITICAL TRUST AND CONFLICTS OF DECISION-MAKING TO PARTICIPATE IN GENERAL ELECTION

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In 2019, Indonesia will undergo a new phase in the practice of democracy to plan the election of presidents and vice presidents, legislative members and regional representatives council. The purpose of this study was to find out the relationship between perceptions of political leader's figures and political trust with decision-making conflicts to participate of beginners voters in the Indonesian General Election. The

results of this study found that: there was a significant positive correlation between perceptions of political leader figures with conflict of decision-making to participate in the General Election ($Rho = 0.499$, $p < 0.05$); there is no significant correlation between political trust and participation decision-making conflicts to participate in the General Election ($Rho = 0.023$, $p > 0.05$).

THE JOB INSECURITY SCALES: A PSYCHOMETRIC EVALUATION OF RUSSIAN VERSIONS

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The aim of this study was to compare the definition the job insecurity given by different authors and validate the Job Insecurity Scales (JIS) developed by (1) J. Hellgren, M. Sverke, K. A. Isaksson, (2) H. De Witte. Job insecurity (JI) has been identified as one of the most important phenomena of contemporary environment. Dynamic changes in contemporary society make JI researches relevant. Different definitions of job insecurity and three approach of the JI analysis are exists: the first define JI as a job stressor as a perceived threat of job loss, the second approach has identify qualitative and quantitative components of JI (Ashford; Greenhalgh & Rosenblatt; Hellgren, Sverke, Isaksson; Roskies & Louis Guerin). The third has identified cognitive and affective components of JI (Ashford; Borg & Elizur; De Witte). The powerless to overcomes the threatened job situation is also analyzed (Ashford, Greenhalgh & Rosenblatt; Kinnunen). The Job Insecurity Scales (JIS) developed by (1)

J. Hellgren, M. Sverke, K. A. Isaksson was validate. The empirical sample of the study is industrial employees ($N=588$). The Confirmatory Factor Analysis (CFA) was used to test tests the invariance of the JIS structure. The result of factor analysis has improved the two factors model existence. Cronbach Alpha = 0,726 for qualitative component of JI and 0,569 for quantitative component of JI/ Take after J. Pienaar; H. De Witte, J. Hellgren, M. Sverke we administered a short version of the measure of job insecurity originally devised by H. De Witte (2000)/ The structure of the scale was evaluated based on the fit indices outlined above ($\chi^2/df = 6,189$, CFI 0,933, GFI (ACFI)=0,946 (0,898), TLI=0,901). Cronbach Alpha = 0,478 (AJI), 0,720 (CJI). Thus the Job Insecurity Scales can be considered as valid and reliable instruments to measure job insecurity and can be used for Russian sample and its comparisons with another countries.

THE NEW THEORETICAL MODEL OF JOB INSECURITY

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The purpose of this article is a methodological analysis of perceived job insecurity (JI). The theoretical model devoted by author are discussed. JI is define as a process of experience and at the same time as a result of this experience caused by a combination of perception of job situation as the threatening of job loss (of its characteristics) as well as evaluating own personal resources as insufficient to overcome this situation. Analyzed the psychological content and structure of JI determination of the phenomenon, its consequences for the employee, organization and other social groups are discussed. The personal and group resources of overcoming and the possibility of preventing the employee from the experiencing of JI are found out. The JI considered as a collective experience. It is noted that collective memory affects the experience of JI. This research assessed the causes, consequences and moderators of job insecurity using several measurement instruments: The Career Satisfaction Scale (Greenhaus, Parasuraman, & Wormley), Organizational Justice (Colquitt) and Roch&Shanock), Perceived Stress

Scale (Cohen, & Williamson), Oldenburg Burnout Inventory (Demerouti, Mostert, & Bakker), Self-perceived Employability Scale (Rothwell & Arnold), Perceived Organizational Support Scale (Eisenberger, Huntington, Hutchinson, and Sowa), Pay Satisfaction Questionnaire (Heneman & Schwab), UWES (Schaufeli, & Bakker), Minnesota Satisfaction Questionnaire (short-form), Work-Family Conflict Scale (Netemeyer, Boles, & McMurrin), Work-related Behavior and Experience Patterns (AVEM) Scale (Schaarschmidt), Career Anchors (Shain). Job insecurity Scale (Hellgren, Sverke, & Isaksson, De Witte). The possibilities of application of eye tracking technology in job insecurity perception is discussed. Statistical methods: Pearson product-moment correlation coefficient, statistical analysis of variance (f-test), confirmatory factor analysis, structural equation modeling. The relationship between job insecurity and variables mentioned above were found out. The theoretical model of job insecurity were created. More results will be presented in the during the oral presentation.

ATTRIBUTES FOR EFFECTIVE LEADERSHIP: A COMPARATIVE EVALUATION OF MANAGERS AND SUBORDINATES IN A MULTINATIONAL ORGANIZATION

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Leadership has been a widely studied field in the organizational arena. For decades, researchers have formulated theories and models that repeatedly show its complexity and diversity of expressions. Based on a general model of observable behaviors, in 2009, Google created the Project Oxygen (Garvin, Wagonfield & Kind, 2013) that compiled and coded data from multiple information sources to build an instrument of eight behaviors associated with effective leadership in the company. Google's model has shown important coincidences with several of the central dimensions included in other theoretical models on leadership developed in recent years (i.e. Hall, 2014, Dokuyucu, 2016). The present study used this instrument in a bidirectional manner. It asked managers to which degree they believe they perform these behaviors towards their subordinates. And it questioned subordinates about the degree their managers present such behaviors. Both groups were also asked how frequently they believe they perform and receive these behaviors, respectively. The general objective was to establish possible differences or similarities in managers and subordinates' beliefs in relation to the eight habits of effective leadership of Google's model. A second objective was to establish possible

differences among the four continental groups analyzed. The study was carried out with 76 Euromonitor International's employees, a global strategic market research company. Four groups, constituted by managers and subordinates, were divided into continental groups: America, Asia & Oceania, Middle East, Africa & India and Europe (N = 76). Score comparisons were conducted by average of managers and subordinates in each of the questionnaire's items, using "intensity" and "frequency" scales. Among the studied behaviors, the ones that showed the highest manager-subordinate score difference in terms of intensity were "does not micromanage", "focuses on priority results/deliverables" and "communicate clear goals for the team". While in terms of frequency, "gives actionable feedback" and "has meaningful discussions about career development" presented the highest differences. Beyond managers and subordinate differences in each continent, it was possible to observe interesting inter-continent regularities that allow to raise hypothesis whose explanations might be (in some dimensions) related to geographical-cultural aspects and (in others) with the company's characteristics as a global organization.

INCLUSIVENESS OF WOMEN WITH CHILDCARE COMMITMENTS IN DIFFERENT HUMAN RESOURCE MANAGEMENT SYSTEMS

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Current review explores HR initiatives that foster inclusiveness of women with the childcare commitments, accounting for their fit for High-Involvement Work System, High-Commitment Work System and High-Performance Work System. The review combines two streams of research: the Gender Inclusiveness and the Strategic Human Resource Management. Each work system (WS) grounds on a certain system of values and beliefs specific for the time of a WS' lock-in on the own path-dependence track. The lock-in of a WS happens when the solution fits the institutional environment, organizational and employees' identity, HR philosophy. The review shows similarity of values of High-Performance Work System and female identity affected by the liberal feminism. Most initiatives here are controlled by the government, ensuring equal personhood and providing institutional support for the fulfilment of the childcare

commitments. High-Commitment Work System shares similar values with the postfeminist and neoliberal assertion that women should be competitive, taking personal responsibility for being successful both in a profession and as a mother (1). The research also points out at the lack of discourse analysis of the female identities in High-Involvement Work Systems. Striving to cover the revealed gap, it analyzes findings of the researches of the female entrepreneurs, providing possible HR solutions, which could potentially fit High-Involvement Work System too. Through the analysis, the paper concludes by describing the whole research of Inclusiveness of women with childcare commitments in different work systems. Findings provide guidance both for future research and empirical application by firms and individuals. Rottenberg, C. 2014: The rise of neoliberal feminism. *Cultural Studies*, 28(3): 418-433

VERBAL CHARACTERISTICS OF DECEPTION IN INTERPRETER PRESENT INTERVIEWS

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Nowadays many investigative interviews require the presence of an interpreter due to the fact that interviewer and interviewee do not speak the same language. The aim of our experimental research is to study the verbal characteristics of deception in interpreter-based interviews, as well as to assess the effectiveness of the Model Statement tool, a method to increase the amount of details reported during an interview. Earlier studies showed that liars report less information than truth tellers and that both liars and truth tellers report less information in Interpreter present interviews than in interviews carried out in their own native language. Use of a Model Statement (a short example of a detailed answer about a topic unrelated to the topic of investigation) encourages interviewees to report more details. This research is a part of an international project conducted in the UK, USA, South Korea and Russia lead by Professor A. Vrij (University of Portsmouth, UK). Russian

collaborator is St.Petersburg State University. We report the Russian data collected in St.Petersburg in 2015-2016. 80 participants (half were truth tellers and half were liars) took part in our study (67 female, 13 male, average age 20.8) who were interviewed with or without an interpreter about an alleged city trip. Also half of the participants from both groups listened to a 3 minutes Modal Statement at the beginning of the interview. All interviews were audio and video recorded. Results demonstrated that liars reported fewer details than truth tellers in all interview conditions. Liars also reported fewer complications and more self-handicapping strategies, particularly in the Interpreter absent condition. Participants reported less information with than without an interpreter in the Model Statement absent condition, but there was no such effect in the Model Statement present condition.

THE PERCEIVED MATERNAL SELF-EFFICACY TOOL: AN ADAPTATION STUDY AMONG THREE DIFFERENT FIRST-TIME MOTHER SAMPLES

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Maternal Self-Efficacy (MSE) is defined as beliefs about one's ability to be successful in the maternal role. Studies showed MSE was negatively related to maternal depression, the perception of infant temperament, and mother-infant interactions. The literature provided a domain-specific measure of MSE, Perceived Maternal Self-Efficacy (PMP S-E) tool. The purpose of the study was to conduct adaptation study of Turkish version of PMP S-E. Three different samples of the first-time mothers of full-term healthy infants were reached out. The mothers in the first sample (N = 289) filled out Turkish PMP S-E online for construct validity and internal consistency analyses. The mothers in the second sample (N = 50) filled out PMP S-E, CES-Depression, State-Trait Anxiety Inventory, Early Close Relationships-II, Infant Behavior Questionnaire (IBQ)-SF online for criterion and predictive validity analyses. The mothers in the third sample (N = 57) filled out PMP S-E twice, post-partum pre-test at their home and 4-month post-test at the lab. Confirmatory Factor Analysis

(CFA), zero-order correlation and simple regression analyses were run. The results of CFA supported four-factor structure of PMP S-E (N = 289, $\chi^2/df = 3.23$, GFI = .84, CFI = .93; RMSEA = .09). The sub-scales were Care Taking Procedures (CTP), Evoking Behaviors (EB), Reading Behaviors (RB), and Situational Beliefs (SB). Internal consistency for PMP S-E, CTP, EB, RB and SB total were .97, .86, .92, .91, and .91 respectively. The results of criterion validity indicated the negative correlation between maternal avoidant attachment and PMP S-E, CTP, EB, RB and SB total. The RB and SB total were negatively related with state-trait anxiety. PMP S-E, CTP, EB total were positively related to effortful control of IBQ. Predictive validity findings demonstrated that PMP S-E total was predictive of maternal life satisfaction ($\beta = .35$, $R^2 = .12$, $p < .05$). The test-retest reliability was .56*** for PMP S-E total, .57*** for CTP, .55*** for EB, .42** for RB, and .35** for SB. Findings provided support for reliability and validity of Turkish PMP S-E.

WHEN POWER IS GRABBED AND WHEN POWER IS GRANTED: CHILDREN'S ALLOCATION OF RESOURCES IN SOCIAL POWER SITUATIONS

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In social interaction, there are usually two ways of gaining social power: the dominance-based strategy (the power is grabbed actively by the powerholder) and the prestige-based strategy (the power is granted passively by group members). Understanding and distinguishing different ways of obtaining power is very important in children's social interaction with others. This study examined the resource allocation favoring of children aged 4-8 in two social power acquisition situations and these children's attitudes toward the two ways of obtaining power. In Study 1, with the increase of age, the resource allocation of children aged 4-8 years (N = 213) in both two power situations gradually shifts from favoring the powerholder to

no favor (in the prestige-based situation) or favoring the subordinates (in the dominant-based situation). And, children aged 6-8 but not 4-5 were more likely favoring the powerholders in the prestige-based situation than that in the dominance-based situation. Additionally, in Study 2, when power does not produce existing inequality, children aged 7-8 (N = 48) favored the powerholders in the prestige-based situation, while not showed favoring in the dominant-based situation. Thus, children's attitudes towards the two ways of obtaining power are gradually differentiated, and the distribution of children's resources in the power situations is influenced by the way of obtaining power and children's fairness development.

MATERNAL TRAUMA AND POST-PARTUM WELL-BEING: THE PATH FROM ATTACHMENT TO ALEXITHYMIA

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Maternal trauma can adversely influence maternal post-partum well-being, increasing the likelihood of post-partum depression, anxiety, and low maternal self-efficacy. Literature showed that childhood trauma was a developmental risk factor for dysfunctional interpersonal relationships and emotion regulation. Grounding this, the purpose of this research was to inquire whether maternal trauma initiates a path from insecure attachment and alexithymia to post-partum depression, anxiety, and low maternal self-efficacy. Post-partum mothers (N = 62, Mage = 29.27) with healthy singleton infants participated in the research. They filled out Childhood Trauma Questionnaire, Perceived Maternal Parenting Self-Efficacy Tool, CES-Depression, State-Trait Anxiety Inventory, Early Close Relationships-II at home. Serial multiple mediation analyses were run with PROCESS macro. Maternal trauma would be related to anxious attachment (avoidant attachment), which would be associated with alexithymia and successively with post-partum depression (Model 1 & 2), or post-partum anxiety (Model 3 & 4), or maternal self-efficacy (Model 5 & 6). Results of Model 1 (R² = .27, p < .001) supported

serial mediation of anxious attachment and alexithymia from maternal trauma to post-partum depression (B = .04, CI [.00, .12]). Model 2 (R² = .24, p < .001) showed the significant mediator role of alexithymia on the relationship between maternal trauma and post-partum depression (B = .15, CI [.01, .39]). Model 3 (R² = .55, p < .001) indicated serial mediation that maternal trauma was associated with anxious attachment that was related to alexithymia, and in turn to post-partum anxiety (B = .05, CI [.00, .13]). Model 4 (R² = .40, p < .001) demonstrated the significant mediator role of alexithymia on the relationship between maternal trauma and post-partum anxiety (B = .17, CI [.02, .39]). In Model 5 and 6, the direct effect of maternal trauma was significant on post-partum maternal self-efficacy (B = -.60; B = -.58, p < .01). Findings implied that early maternal trauma with associated developmental problems may constitute vulnerability for post-partum depression and anxiety. Anxiously attached mothers with alexithymic features are more prone to post-partum depression and anxiety. In post-partum well-being prevention and interventions, developmental factors need to be addressed.

RETHINKING INTERGENERATIONAL TRANSMISSION OF ATTACHMENT: MATERNAL REFLECTIVE FUNCTIONING AND ITS IMPLICATIONS IN MICROANALYSIS OF MOTHER-INFANT INTERACTION

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Pioneer work indicated the gap in intergenerational transmission of attachment, specifically global maternal sensitivity construct did not fully account for the link between maternal and infant attachment (van IJzendoorn, 1995). Scholars state that intergenerational transmission of attachment can be explained by maternal reflective functioning (MRF), maternal capacity to understand her own mind and the infant mind, and provide the infant a sense of his mind (Fonagy, Steele, Steele, Higgitt, & Target, 1994; Slade, 2005). The current review aims to inform this link by examining the mother-infant interaction (MII) (Beebe, Cohen, & Lachmann, 2016). Articles linking MRF and attachment or MII were reviewed (N = 23). The literature review approach was narrative. Dyadic systems theory and microanalysis of MII were presented to further explain the way microanalysis of MII

might inform the translation of MRF into non-verbal behaviors. MRF is an empirically supported mechanism to link maternal and infant attachment with various approaches. This common finding implies the intergenerational transmission of affect regulation capacity. MRF as an evolving construct may be particularly important during early infancy. Microanalysis research at 4 months indicated patterns of maternal affective responses predictive of attachment at 12 months, specifically disorganized attachment. Building blocks of MRF can be observed in the microanalysis of maternal affective responses in MII as these interactions predict infant attachment. There is a need of research combining MRF and the microanalysis of MII to go beyond global maternal sensitivity measures to explain procedurally encoded behaviors of attachment relationship.

IMPACT OF ARTLOGO METHOD ON LIFE-MEANING ORIENTATIONS AND RESPONSIBILITY OF CONTEMPORARY ADOLESCENTS

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The research aim is impact of artLogo methods on life-meaning orientations and responsibility of contemporary adolescents. The theoretical framework is Logotherapy of Viktor Frankl, life meaning studies by V.E.Chudnovsky, D.A.Leontiev, publications on art therapy by N.Rogers, A.I.Kopytin. The study design is experimental. 421 adolescents (aged 13-16) participated in the study. The experimental group consisted of 201 people, control group – 220 people. The research methodology included “Life-Meaning Orientations test” by D.A.Leontiev, Viability test by S.Muddy, “System of Life Meanings” technique by V.Y.Kotlyakov, questionnaire “Responsible behaviour” by L.I.Dementiy, express-diagnostics of responsibility. The results were processed by qualitative and quantitative methods, using methods of statistical analysis (Mann-Whitney U test, Spearman correlation coefficient). Personal life meaning is formed in adolescence, this period is sensitive for responsibility formation – a quality, enabling a person to take consequences of his actions and control activity according to social, moral and legal regulations. The study revealed levels of life meaningfulness, responsibility and viability. Connection between life-meaning orientations and responsibility was detected: general life meaning is connected with

responsibility through “attitude to difficulties”, “emotional attitude to important tasks”, “fulfilment or rejection to fulfil one’s intentions”; purposes in life are connected with “attitude to difficulties”, “fulfilment or rejection to fulfil one’s intentions”. „Locus of control – Self” correlates with “attitude to difficulties”, “fulfilment or rejection to fulfil one’s intentions” and “emotional attitude to important tasks”. Educational experiment included artLogo method, integrating art therapy and Logotherapy. Combining personal creative potential and life meaning component helps adolescents to explore their own personality, answer existential questions: attitude to life, values priority, responsibility for choice, life meaning. After the educational experiment level of life meaningfulness became higher. Attitude to difficulties, promises, consequences of actions became more conscientious. Level of “responsibility” and “situational responsibility” increased. Participation in the experiment raised responsibility and life meaningfulness. The study shows that artLogo is a promising method for forming responsibility and life meaning conception of adolescents. The program helps every participant to obtain a constructive self-study way and ability to make responsible choices, enables harmonious development and personality formation.

THE ORGANIZATION OF EDUCATION IN HOSPITAL AS A PART OF PSYCHOLOGICAL ASSISTANCE AND SUPPORT DURING THE STAGES OF TREATMENT

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In recent years creation of educational classes in hospitals for in-patients where children undergo a long-term treatment, became a possible reality thanks to development of the networked educational commonwealth "Uchim&Znayem" and efforts of the psychological and pedagogical community in regions. Children got an opportunity not to interrupt their education and to study in the most comfortable hospital conditions. In the Rostov region the first hospital division of school was opened in 2018 on the basis of the Regional children's clinical hospital. The educational class was equipped, regional normative legal acts were elaborated to settle the process of education for children and teenagers aged from 6 and a half up to 18, the psychological and pedagogical collective working in the oncohematological department was completed and the model of psychological and pedagogical maintenance was built. An Individualized Educational Program is written for each student enrolled in the structural division of the hospital school, the most possible academic load is coordinated with doctors. We often have

to meet various difficulties with the organization of educational process. Having analyzed their reasons and nature, we succeeded to systematize them in groups. During the hospital period of education teachers conduct lessons internally in a chamber or in a specially equipped classroom. When a child comes back home, he falls under a constant contact due to Skype technologies, educational process is being led remotely. Another important direction is the research of cognitive functions and the organization of correction of revealed deficiencies. Today we have a program of psychological and pedagogical maintenance for the children who undergo a long-term treatment. Thus, the emergence and existence of a full-fledged educational space make possible not only formation of the informative and training content for the children undergoing a long-term treatment, but they also provide psychological and pedagogical maintenance, allow to improve cognitive functions, fulfill the shortage of socialization, create conditions that are extremely close to a usual life.

RELATIONSHIP BETWEEN PERSONAL VALUES AND LIFE-MEANING ORIENTATIONS

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The study aim is to explore relationship between personal values and life-meaning orientations in adulthood, determine characteristics of this relationship in groups of people with low and high life meaningfulness. The theoretical framework is works devoted to life meaning by V.Frankl, D.A.Leontiev, V.E.Chudnovsky, K.V.Karpinsky, and others. The study design is cross-cultural. Ascertaining experiment was used during the study. 435 people (281 women and 154 men) from different Russian cities participated in the study. The methodology included „Value Survey” by M.Rockeach; “Life-Meaning Orientations test” by D.A.Leontiev (LMO); “System of Life Meanings” technique by V.Y.Kotlyakov. Spearman rank correlation was used for statistical data analysis. The data analysis showed the following peculiarities in groups of people with low and high life meaningfulness. Mild negative correlation was revealed between hedonistic life meaning orientation and subscales of LMO test: “Process” ($r=-0,37$) and “Result” ($r=-0,33$). General life meaning index correlates with meanings related to pleasure ($r=-0,3$). The scale “Purpose”, characterizing ability to set goals in life, correlates with the values “Freedom” ($r=-0,35$)

and “Pleasures” ($r=-0,34$). Connection of value “Love” with life-meaning orientations in the 1st group differs from that in the 2nd one. In case of low life meaningfulness there is a positive correlation between “Love” and subscale “Purposes”, while in case of high meaningfulness – between “Love” and “Result” ($r=0,35$). The group with high life meaningfulness is characterized by connection between the value “Happiness of others” and subscales of LMO “Process” ($r=0,3$) and “Locus of control – Self” ($r=0,37$). Considering the mild connections detected, it is assumed that hedonistic values and meanings, pursuit of pleasure without considering other people’s interests, focusing on one’s own needs and absence of purposes beyond one’s self lead to low life meaningfulness, absence of its ontological importance awareness. Focus on other people, altruistic life orientation, transcending one’s own interests are the factors related to experiencing life fullness, awareness of its meaning. The results received correspond to V.Frankl’s conception about straightforward striving for happiness and pleasure. These things can only be achieved as side-effect, while implementing meaningful objectives and tasks that life sets for a person.

SUITABILITY OF BEHAVIORIST PERSPECTIVES TO STUDY COPING WITH INTIMATE PARTNER VIOLENCE

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Recent research to explain causes of intimate partner violence (IPV) states that situational variables like fear and alcohol use are strongly correlated with the occurrence of IPV compared to background variables like age, income, and education. These findings, which underline the importance of the "hot moments" of IPV, support behavioristic event-based perspectives to violence. Another research line focusing on the aftermath of IPV presents that as the degree of victimization increases so does the coping efforts. However, there are plenty of measurement options for coping. One of them is the Intimate Partner Violence Strategies Index (IPVSI; with domains of Formal Networks, Legal, Security Planning, Informal Networks, Resistance and Placating) which asks for whether victims (women) use the listed coping strategies and how helpful they find them. Therefore, two scores may be computed for the scale: event-based total score of the number of coping strategies used and the cognition-based total score of how helpful they are perceived. This study aims to understand which computation method will elicit scores that are comparably more related to IPV

scores. Participants were 301 married IPV victim women who enrolled in a larger study. They filled out a demographics form, the Revised Conflict Tactics Scale (CTS2) and the IPVSI. Results revealed that the chronicity total score of CTS2 ($r(299) = .63, p < .01$) was slightly more related with the IPVSI scores compared to the frequency total score ($r(299) = .54, p < .01$). The relationship between CTS2 chronicity total scores and IPVSI domain scores were in the positive direction for event-based scores and in the negative direction for cognition-based scores (except for Resistance). All of the relationships between CTS2 chronicity total scores and event-based IPVSI domain scores reached significance (correlation coefficients between $r(299) = .57, p < .01$ for Resistance and $r(299) = .41, p < .01$ for Security Planning). As for the cognition-based scores, only two of them (Formal Networks; $r(299) = -.16, p < .01$ and Informal Networks; $r(299) = -.12, p < .05$) reached significance. The results support the suitability of event-based, hence behavioral, perspectives to investigate coping with IPV.

DIFFERENCES BETWEEN WOMEN'S REPORTS OF THEIR OWN AND PARTNER'S EXPLANATIONS FOR VIOLENCE

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There is abundant research investigating why intimate partner violence (IPV) occurs. These explanations have been grouped under four levels: ontogenic (variables related with developmental history), microsystem (characteristics of the violence setting), exosystem (formal and informal social structures) and macrosystem (general culture). This study aims to survey and compare IPV victim women's (own) and partner's (perceived) explanations for IPV. Women who have been living in a shelter (N = 78) and with a partner (N = 79) participated in the study (total N = 157). They were presented with a checklist about causes of violence. It included items from ontogenic (furiousness, alcohol-drug use, stress, and psychological problems), microsystem (refuse to have sex, and children), exosystem (economic reasons, immediate environment, relatives, and displacement of his anger towards me), and macrosystem levels (right of a man and disobedience of woman). Participants filled out the checklist from their own and partner's

perspective with a response set fixed to "Yes-No". Results of Chi-Square analyses revealed that all items were signed as "Yes" more when the women were reporting from their own perspective compared to their partners' except for disobedience of women which had a reverse pattern (furiousness: $\chi^2(1) = 45.473$, $p < .001$, $V = .54$; alcohol-drug use: $\chi^2(1) = 98.782$, $p < .001$, $V = .80$; stress: $\chi^2(1) = 68.641$, $p < .001$, $V = .66$; and psychological problems: $\chi^2(1) = 48.058$, $p < .001$, $V = .55$), microsystem (refusing to have sex: $\chi^2(1) = 101.850$, $p < .001$, $V = .81$; and children: $\chi^2(1) = 75.196$, $p < .001$, $V = .69$), exosystem (economic reasons: $\chi^2(1) = 44.013$, $p < .001$, $V = .53$; immediate environment: $\chi^2(1) = 44.734$, $p < .001$, $V = .53$; relatives: $\chi^2(1) = 58.337$, $p < .001$, $V = .61$; and displacement of his anger towards me: $\chi^2(1) = 35.888$, $p < .001$, $V = .48$), and macrosystem levels (right of a man: $\chi^2(1) = 84.037$, $p < .001$, $V = .73$; and disobedience of woman: $\chi^2(1) = 39.809$, $p < .001$, $V = .50$). IPV victims feel a discrepancy between their own and partners' explanations for IPV.

THE RELATIONSHIP BETWEEN DIFFERENT SOURCE MONITORING ABILITIES AND EXECUTIVE FUNCTION

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Source monitoring (SM), the ability to remember where, when, how, from whom, and through which modalities and means the information is acquired, develops during the preschool years (e.g. Gopnik & Graf, 1988; Lindsay, Johnson, & Kwon, 1991). Recent research examining the possible relationship between this development and executive function presented mixed findings because of the differences in the studied type of source monitoring and the studied component of executive function (e.g. Kanakogi, Moriguchi, Fu, Lee & Takura, 2012; Melinder, Endestad, & Magnussen, 2006). The aim of the present study was to provide a comprehensive account of this relationship in terms of 3 SM types: a) external SM referring to distinguishing between sources that are outside the individual and publicly perceived such as two people, b) internal SM referring to differentiating between sources that are originated from the inside of the individual like saying and thinking, and c) reality monitoring referring to distinguishing between internally and externally generated sources such as the person him/herself versus another person; and 2 components of executive function, namely inhibition and shifting. Thirty 3-year-old ($M=44.27$, $SD=2.86$) and 30 5-year-old Turkish-speaking

monolingual children ($M=65.23$, $SD=3.36$) participated in the Stickerbook SM task assessing reality, external and internal SM, the Day-Night Stroop Task assessing inhibitory control, the Dimensional Change Card Sorting (DCCS) Task assessing cognitive shifting, and Peabody Picture and Word Matching Task measuring linguistic abilities. Separate hierarchical regression analyses for each SM type with the number of correctly identified sources as the criterion; age and Peabody score as the predictors in the first step included through the enter procedure; and the Day/Night Stroop task score and the DCCS performance as the predictors in the second step through the enter procedure were conducted. They demonstrated that reality monitoring performance was predicted by the Peabody score ($F(4,55)=17.66$, $p=.000$, $R^2=.56$), internal SM performance was predicted by age ($F(4,55)=11.70$, $p=.000$, $R^2=.68$) and external SM performance was predicted marginally significantly by DCCS performance ($F(4,55)=12.65$, $p=.000$, $R^2=.48$). These results indicated that the development in different SM abilities is related to different developmental and cognitive changes.

THE FORMATION AND DIFFUSION OF PUBLIC STEREOTYPE OF DRUG ADDICTS : A STUDY USING SERIAL OF REPRODUCTION PARADIGM

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The public generally holds a negative stereotype for drug addicts. Previous studies have shown that mainstream social prejudice caused by this negative stereotype may be an important reason for the difficulty of drug addicts returning to normal life after rehabilitation and leading to high rate of relapse. Therefore, understanding the psychological mechanism underlying the formation and diffusion of the negative public stereotype of drug addicts has theoretical and practical significance. Majority of previous researches on stereotypes used methods of self-reports or implicit tests, which is difficult to reflect the development of stereotype in the dynamic interpersonal communication process. Based on this, we deployed a serial of reproduction paradigm to simulate the formation of stereotypes in interpersonal communication, and intended to explore the formation and diffusion of negative stereotypes of drug addicts in a more ecological context. In the experiment, 79 participants studied the randomly generated three groups of 18 hypothetical characters and each character with 6 trait words to be memorized (drug addicts, light criminals, ordinary people). After confirming the identity of the character was correctly memorized, participants

were asked to select the six trait words out of 48 candidate words for each character. The combination of the words and characters selected by the first participant became memory materials for the next participants. Every 7 participants consisted one reproduction chain, 11 chains in total. We hypothesized that in each generation of reproduction, participants used biased information to replace the contents they were uncertain of. In the end of the chains, bias of impression was accumulated and amplified, reflecting the profound stereotype. Compared with the other two groups, characters who were labeled as drug addicts were selected with significantly more negative drug addict stereotypical words as the chains developed. The results indicated that public's negative stereotype of drug addicts may be due to the cumulative accumulation of unfamiliar content substitutions and modifications by individuals during the process of interpersonal communication, which ultimately leads to polarized negative stereotypes at the public level. Therefore, disseminating objective information of drug addicts to the public may reduce negative stereotype of the drug addicts in society.

DIFFERENT COGNITIVE REAPPRAISAL TACTICS AND THEIR LINK TO WELL-BEING AND PERSONALITY

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Cognitive reappraisal is generally considered a highly effective emotion regulation strategy in dealing with adverse events. Yet, multiple different tactics can be applied in cognitive re-interpretations of critical situations, some of which potentially more adaptive than others. In three studies, we tested individuals' inventiveness in generating multiple different reappraisals for anger- and anxiety eliciting situations to investigate preferences in using cognitive reappraisal tactics and their link to well-being and personality traits. In the RIT, reappraisal ideas may be categorized in broader reappraisal categories (e.g., positive re-interpretations) as well as in over 15 specific reappraisal tactics within these categories. In study 1 (n = 80), anger-related reappraisal ideas imputable to the broad category of positive re-interpretations were significantly linked to less chronic stress and depressive experiences in daily life, whereas no such link emerged for de-emphasizing reappraisals. In Study 2 (n = 95), scrutinizing different reappraisal tactics, we demonstrated that in anxiety-reappraisal, two tactics from the positive re-interpretation category showed a

remarkably different pattern of associations: While the tactic of 'finding general positive aspects' was associated with less depression, negative affectivity and antagonism, the tactic of 'generating worst-case comparisons' was linked to more depression, negative affectivity, and detachment. Study 3 (n = 101) showed that individuals most frequently implemented the tactics of 'planning alternative actions' and 'trivializing the problem' in both anger- and anxiety-reappraisal. However, in anxiety-compared to anger-reappraisal, 'general positive aspects' and 'alternative explanations' were implemented to a greater degree, while the tactics of 'interpreting the situation as a learning experience' and 'turning a disadvantage to an advantage' were more frequently implemented in anger- compared to anxiety-reappraisal. Altogether, these results corroborate that cognitive reappraisal ideas are highly diverse and may not be equally adaptive, which suggests implications for psychotherapeutic interventions aimed at increasing reappraisal use in the daily life of patients.

DOES DIGIT SUPERIORITY INDISPENSABLE IN TERMS OF VERBAL SHORT TERM MEMORY SPAN?

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Short-term memory (STM) span is defined as the longest sequence of items that can be recall in the correct order after a single presentation of different types of verbal material and measured by digit span task. Research suggest that item integrity used in STM span studies has an advantage for linguistically familiar digits. This study aimed to investigate the effect of stimuli types (digit, word, color) on verbal STM and to test digit span superiority effect in terms of verbal STM by series of experiments using verbal materials. In order to measure STM capacity, memory span task was used including digit, word and color span lists and stimuli for the lists were prepared by researchers. This study consisted of three different experiments. Two of them were performed by 64 undergraduates (digit name and word for Experiment I; digit name, word and color name for Experiment II) and last one will be predicted to perform by 30 undergraduates (digit name, digit, color name and color). The t test for

dependent groups and repeated measures one-way ANOVA were used for analyzing Experiment I and Experiment II, respectively. Results of Experiment I and II revealed that there was a significant difference between digit name and word in terms of span size and total span (Experiment I, span size ($t(32) = 2.81, p < .05$) and total span ($t(32) = 6.17, p < .001$); Experiment II, total span ($F(2, 60) = 54.71, p < .001 \eta^2p = 0.65$) and span size ($F(2, 60) = 36.04, p < .001 \eta^2p = 0.55$). Also, in Experiment II, post hoc analysis indicated that, there was a significant difference between digit name and word ($p < .001$) and digit name and color name ($p < .001$) in terms of total span; digit name and word ($p < .001$), and digit name and color name ($p < .001$) in terms of span size. Results supported that verbal STM has an advantage for digits over words and color names. Besides, digit span superiority in verbal STM has shown one more time with this study. Experiment III has still continued.

THE ROLE OF PSYCHOLOGICAL CAPITAL ON EMPLOYEE VOICE

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Organizations need to adjust to the dynamic changes that occur in the business environment, to be more innovative and have quick responses to changing situations. Psychological capital (psycap) affects the impact of work behavior. Positive Organizational Behavior perspective can provide an explanation of how individual resources have an impact on work behavior. This study aims to examine the relationship between psycap and employee voice. PsyCap is a positive psychological state that characterized by having confidence (self-efficacy) to take action and make the effort needed to solve challenging tasks; have positive attributes (optimism) about success in the present and future; persevering in achieving goals (hope); and when faced with problems and misery can survive and rise to achieve success (resiliency). Employee voice is voluntary and open communication from relevant employees in the organization intended to influence the work context, such as policies, practices and work procedures. This study involved 182 participants from various

companies. Questionnaires were circulated via an instant messaging application, several social media platforms and paper-based. Participants filled out psychological capital questionnaires (24 items, $\alpha=0.86$), and employee voice scale (10 items, $\alpha=0.86$),. Based on a simple regression analysis, it is proven that psychological capital is significantly related to employee voice ($r=0.385, p=0.000$) Employees can choose to speak up when they are motivated by a pro-social motive that is to bring constructive changes to themselves and the organization. Personal resources, namely psychological capital that interacts simultaneously produces different manifestations. By acquiring these resources, individuals are ready to meet the demands of work and achieve their work goals, by providing a voice. The limitations of the study were carried out by cross-sectional and self-report, which resulted in common method bias in this study. Thus, the next researcher needs to conduct research with the other characteristics of respondents and varied data sources.

STUDY OF METAPHORICAL IMAGES IN NARRATION OF SICILIAN FIBROMYALGIC PATIENTS

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Patients affected by Fibromyalgia, often develop feelings of frustration, perceive themselves as "not believed" or "invisible". The aim of our survey is to compare metaphorical images that describe the pathology, recorded in the context of psychological clinical interviews carried out during an enrollment phase and at the end of a multidisciplinary care path. The sample is made up of 25 Sicilian women aged 30 to 70, with upper secondary education degree. We proceeded with a semi-structured interview (describing symptoms, pain experience and quality of life) subsequently reviewed and the contents transcribed faithful. To the question "describe how is the pain" emerge images of "a clinging dog that doesn't let go, a toxic form, something that tears the flesh off...". Fibromyalgia is perceived as a persecutory agent that attacks, invades and sometimes becomes "a life partner". These images refer to a sense of aggression and strength. Woman feels helpless, highly vulnerable, unable to control what's happening to her. The pathology is assimilated and integrated in the perception of a new "Self",

generating perceptions such as: "I feel mutilated", "I'm caged in Fibromyalgia", "It's like I got beaten", "as if I had been caught in a car accident". The body is like a "hole that has drained the soul". Women attend a psycho-educational path with a doctor, a psychologist and physiotherapists in 10 weekly meetings. It consists of an information phase, the study of daily habits, postural education, ergonomics, respiratory education, autogenic training. In the end, women improve their self-esteem by showing a renewed self-awareness. Narrations undergo a metamorphosis and images of light and energy emerge, lightness like that of Mrs. Celestina who says "I learned to prune the trees gently, like a dancer that moves between the branches". After giving meaning to the disease, it follows the search for consistency in the condition of chronic ill. Narratives show that adequate psychological support with the help of a psycho-educational line of care, generate changes at several levels, improving intimate, relational functioning and also one's sense of identity.

TURKISH MOTHERS' SHARENTING PRACTICES ON INSTAGRAM

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Nowadays, parents are sharing their lives with their children and their children's lives on social media. As a result of this activity, sharenting defined as "the practice of a parent to regularly use the social media to communicate a lot of detailed information about their child" (Sharenting,n.d.) occurred as a new concept. The aim of the present study was to examine Turkish mothers' sharenting practices on Instagram, and whether they are related to mothers' social support, anxiety level, child-rearing practices and self-perception of parental role. 438 mothers (Mage=34.29, SD=5.81) completed the demographic information form, the use of social media form, the Child-rearing Questionnaire (Yağmurlu & Sanson, 2009), the Self-Perception of Parental Role Questionnaire (MacPhee et al., 1986; Güler & Yetim, 2008), the Trait Anxiety subscale of the State-Trait Anxiety Inventory (Spielberger et al., 1983; Öner & Le Compte, 1983), and the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988; Eker, Arkar, & Yaldız, 2001). The results indicated that 83% of the mothers had an account on Instagram. "staying connected to friends", "sharing moments" and "having fun" were the

most frequently reported reasons of Instagram use among these mothers. 83% of them reported sharing their children's photo on Instagram. The frequency of this sharenting practice was found to be correlated positively with the frequency of using Instagram ($r=.25, p=.000$), the frequency of sharing on Instagram ($r=.80, p=.000$), the level of support ($r=.17, p=.003$), and the parental warmth ($r=.17, p=.004$); and negatively with age ($r=-.27, p=.000$) and parental obedience ($r=-.10, p=.06$ (marginally)). Regression analysis demonstrated the predictive effect of the frequency of sharing on Instagram ($F(9, 240)=50.67, p=.000, R^2=.66$). Furthermore, sharing children's photo was not found to be related to self-perception of parental role. These findings suggested that although Instagram is widely used among Turkish mothers and they frequently use it for sharpening practices, it is not related to their parenting roles contrary to the argument that sharenting provides emotional and informational support to parents and contribute to their parental confidence. This implication will be discussed in light of other possible predictors and outcomes of Instagram use in Turkish culture.

PERSONALITY TRAITS AND CREATIVITY AS PREDICTORS OF SECOND LANGUAGE ACQUISITION IN LINGUISTICS STUDENTS

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Second (foreign) language (SL / FL) proficiency is one of the important competencies of a modern person, which is necessary for both his professional and personal fulfillment. The problem of psychological factors of second language acquisition (SLA) is relevant to modern science in spite of the large number of studies. The purpose of this study is to consider and compare the personality traits and the creativity as predictors of the success in SLA in linguistics students. The sample includes 128 (82% – female) first- and second-year university students in the Linguistics Department of RUDN University, all students learn English as their major SL. The creativity was measured with the Abbreviated Torrance Test for Adults (ATTA®). The ATTA® includes one verbal creativity activity and two non-verbal creativity activities. We used indicators for each activity separately, total indicators of fluency, originality, elaboration, flexibility, and the total creativity index (CI). The FFM personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) were measured with the Russian NEO Five-Factor Inventory adaptation by S. Biryukov and M. Bodunov. To assess SLA we

used the traditional academic achievement indicator (the average value of the semester final grades of English) as well as English teachers' assessment of SLA in their students by authors' expert scale (10 SLA indicators and total score). The descriptive statistics methods, coefficients Cronbach' α and McDonald's ω , Spearman rank correlation analysis and the multiple regression analysis were used for processing the data. Statistical processing was carried out in the R software environment for statistical computing and graphics, version 3.3.2. Findings of our research showed that creativity indicators have a stronger but contradictory impact on SLA assessments than personality traits: (1) fluency and especially non-verbal creativity are significant and positive predictors of most SLA experts' assessments; (2) originality is significant and negative predictor for most of these assessments, and verbal creativity is significant and negative predictor of the Final grades in English; (3) among personality traits, only conscientiousness has significant and positive impact on several SLA indicators, including total score according to experts' scale.

ANTECEDENTS OF WORK-FAMILY CONFLICT AMONG EMPLOYED MOTHERS: THE ROLES OF SOCIAL SUPPORT AND PARENTING DAILY HASSLES

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Work-Family Conflict (WFC) is a role-based conflict experienced by worker related to the interference between work and family life (Greenhaus, & Beutell, 1985). Previous studies have highlighted the importance of demographic factors, and social support on employee's WFC (Page, Deuling, Mazzola & Rospenda, 2018; Tanaka & Lowry, 2013). The primary aim of this study is to examine antecedents of working mothers' work interference with family (WIF) and family interference with work (FIW). Different from other studies, this study examined multiple aspects of antecedents, including child behavioral self-regulation skills, and temperament as child related factors. Participants of this study were 109 mother-child dyads (M mother age = 33.79, S.D. = 3.96; M child age = 49.13 months, S.D. = 7.23). Mothers filled in Work-Family Conflict Scale (Netemeyer, Boles & McMurrian, 1996), Family Support Inventory for Workers (King, Mattimore, King & Adams, 1995), Parenting Daily Hassles Scale (Crnic & Greenberg, 1990), Child Rearing Questionnaire (Paterson & Sanson, 1999), Children's Behavior Questionnaire (Rothbart, Ahadi, Hershey & Fisher, 2001), and The Childhood Executive Functioning Inventory (Thorell & Nyberg, 2008). Children were

administered peg-tapping task (Diamond & Taylor, 1996) at their preschools. Two hierarchical multiple regression analysis was conducted to predict mothers' WIF and FIW. Mothers' parenting daily hassles (PDH) positively predicted both WIF and FIW. Mothers' full-time employment pattern and children's higher amounts of weekly non-maternal childcare positively and marginally predicted mothers' WIF. In terms of social support, while extended family support on childcare was negatively related to mothers' WIF, presence of spousal support also negatively predicted FIW. None of the child related factors and organizational support predicted mothers' WIF and FIW. A simple slope analysis was conducted to examine significant interaction terms. Based on the interaction slope, in the presence of higher amounts of extended family support on childcare, mothers, who had lower levels of PDH showed less FIW compared to mothers, who had higher levels of PDH. Results suggest that spousal support buffered the negative impacts of stressors on work-family interference. However, extended family support on childcare was not expectedly found. Findings will be discussed in the light of literature.

DEVELOPMENT OF CHILD DEPRESSIVE SYMPTOMS SCALE

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Although there are numerous means of measuring to detect developmental difficulties in children's clinics, measures of behavior, symptoms, pathology are very limited. Existing measurement tools are generally adaptation. As the tests adapted from different cultures have difficulties in terms of language and cultural codes, it is worth every country to have its own culturally appropriate measurement tool. The detection of the child's behavior and symptom through a valid and reliable measurement may be an useful instrument in the treatment. In this context, the purpose of this study is to develop a measurement tool adapted in accordance with the psychoanalytic theory. During the development phase of the scale, along with the content validity, construct validity and criterion validity, normal and psychiatric group comparison, internal consistency, item analysis and test retest reliability studies were performed. To test whether the sample size is sufficient for factor analysis, KMO and Bartlett tests have been examined. In order to test the validity and reliability of the scale; Pearson Correlation Analysis was performed to determine

interrelationships between factors, Cronbach's Alpha and Split-Half Test Correlation to test the reliability of the subscales of scale, Independent t Test to determine the distinctiveness of sub-dimension and total scores, the correlation analysis with Conners' Parent Rating Scale Short Form (CPRS-48) to test construct validity, Pearson Correlation Analysis to test-retest reliability, and Mann Whitney U to make the psychiatric group comparisons. As a result of all these analyzes, it has been determined that the scale meets the conditions of high reliability and validity. The implementation was done through interviews with 1626 children who are 37-80 month-old in 60 kindergartens throughout Istanbul. As a result of the research, it is verified that the scale has an 8-dimensional structure according to the explanatory and confirmatory factor analyzes. These factors are named as Maladjustment to the Objective Reality, Agression, Social Adaptation, Loss- Separation Anxiety, Early (Archaic) Anxieties, Impulsivity and Hyperactivity, Deterioration in Cognitive Processes (Attention and Learning Ability) and Somatization.

PSYCHOSEMANTIC STUDYING OF THE PROFESSIONAL EXPERIENCE STRUCTURE

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Despite the importance of the experience as the result of the task-oriented activity that has a big "predictive" potential, the question of the experience elements, its structure, characteristics and mechanisms of "accumulation" remains open. We addressed to the studying of the professional experience within the scope of the psychosemantic world model by E. Artemieva, Y. Strelkov and V. Serkin (1, 1991). The main aim of the study was a choice of a professionally valuable object that would allow us to detach the steady structure of the semantic appraisals. 110 physicians of two professional groups – medical workers of maternity hospitals and hospices – took part in the study. We supposed, that medical workers with different length of service would variously describe the main object of their work, which is specified in our study with the words "Man" and "Patient". The respondents were offered to full in two forms "Integral job satisfaction" [2], "Professional burnout" [3] and two psychosemantic methods – "Unfinished sentences" with the following content-analysis of the author's endings, 14-scale modification by E. Artemieva of the semantic differential by Ch. Osgood. Statistic elaboration was carried out

with the pack SPSS, version 17. The paradoxical feature of the results achieved consists in the fact, that the labor object may be the source of both psychological problems of the personnel and joy and inspiration. This partly confirms the choice productiveness of the "patient's" semantic characteristics as the key "divider" between fortunate and unfortunate medical workers, regarding the burnout. The data achieved allow emphasizing the following semantic characteristics of the medical workers' labor object, which reflect the specificity of the professional experience content: "emotional tone of the estimation", "the semantic coincidence contingent of the description of different labor objects "types", "abstraction/specificity of the descriptions". These data would be helpful for distinction of the medical workers, who need psychological help. References: Artemieva E., Strelkov Y., Serkin V. (1991) The describing of the subjective experience structure // Thinking. Communication. Experience, 99-108. Batarshv A. (2005) Psychodiagnostic in management. Maslach K., Jackson S. (1981) The measurement of experienced burnout// Journal of Occupational Behavior, 2, 99-113.

INTERRELATION BETWEEN SOCIAL DOMINANCE ORIENTATION AND ATTITUDE TOWARD HOMOSEXUALS IN RUSSIA

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The goal of the research is determination of bisexuals' and heterosexuals' attitude toward homosexuals in a Russian sample. In the beginning, the respondents were asked to answer the questions of the questionnaire: age, sex and sexual orientation. 45 respondents took part in the research. Of them 20 men, 25 women; 20 bisexuals, 25 heterosexuals aged 18-55 years old. The questionnaire «Measurement of prejudices against people with homosexual orientation» by Guleevich et al. was used to reveal attitude toward homosexuals. The method «Social dominance orientation» (SDO) by F. Pratto and J. Sidanius adapted by E. Agadullina was used to reveal social dominance orientation. In the course of the research it was discovered that there are no significant differences between female and male sexes in prejudices against homosexuals and SDO. However, significant differences were found in prejudices against homosexuals depending on sexual orientation. Subscales threat to: morality ($p \leq 0,020$), culture ($p \leq 0,000$), public ($p \leq 0,000$), individual ($p \leq 0,001$), as well as strategies of behaviour: treatment ($p \leq 0,013$) and discrimination ($p \leq 0,017$) are higher in heterosexuals than in bisexuals, but SDO didn't

reveal significant differences. In the course of the research we divided the respondents into high and low levels of SDO for revealing differences in their attitude to homosexuals. However, we did not obtain reliable differences depending on SDO level. Interrelations between attitude to homosexuals and SDO were not discovered. The results we have obtained show that heterosexuals are more prone to prejudices and tend to consider homosexuality to be inadmissible behaviour than bisexuals. The obtained data can be explained by negative attitude to homosexuals in the Russian society, as well as by heterosexuals' possible perception of homosexuality as a threat to traditional norms. Also reasoning from the results of the research we can say that negative attitudes to homosexuals do not show themselves depending on maintaining group hierarchy in society, i.e. maintaining division into different social strata, but show themselves only depending on sexual orientation. In further studies it is necessary to consider other social and cultural factors, which can influence formation of negative attitude to homosexuals in heterosexuals.

APPLYING STATISTICAL PROCESS CONTROL CHARTS IN THE ANALYSES OF SEQUENCES OF TRIALS IN ILLUSION OF CONTROL EXPERIMENTAL TASKS

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People often perceive more control than they actually have and notice covariation where none exists: illusion of control (IOC) is such tendency to overestimate the probability of personal success in chance-based situations. Studies indicated that the scenario valence and the probability of the outcome ($p(O)$) affect the magnitude of IOC. Statistical process control (SPC) charts, normally applied in manufacturing and business processes, provide analysis of trial-by-trial variation statistics (mean and SD), with 8 simultaneous tests that indicate change points ("special causes") by different criteria. The current two studies aimed to analyze trial-to-trial reaction times (RT) using SPC during IOC tasks under different valences and $p(O)$ s. In the first study, 81 undergraduate students tried to control a lamp bulb programmed in E-Prime. They were randomly assigned to one of two scenarios (productive or preventive valence) and two $p(O)$ s (.20 or .80) of lights on in one block of 50 trials. Judgments were self-assessed in a bidimensional scale. Similarly in the second study, a traffic light was presented to other 81 participants who tried

to produce the green light ($n = 40$) or to prevent the red light ($n = 41$), through four blocks of 50 trials under all of four $p(O)$ s in random order (.10, .30, .70, and .90). SPC charts provided the analyses of sequential data. The results in both studies showed that participants declared to have some control under higher probabilities of success in both valences. SPC charts indicated that there is a fast decrease of RT in the beginning of the first block, when participants adapt themselves to task. When judgment was null, the charts indicated a decreasing of RT mean, and change points towards smaller variation; while in the presence of illusion, the RT was longer, with larger and stable variation. Muscular responses may possibly be indicators of cognitive changes if there is illusion, otherwise it seems that participants got into an automatic pattern of behavior. SPC charts may be useful to model data patterns of mean and SD, and to detect change points in sequences of trials during experimental tasks, more precisely than in block statistics.

IMMIGRANT STATUS AND STUDENT'S CIVIC LEARNING IN THE RUSSIAN FEDERATION: ARE IMMIGRANT STUDENTS DISADVANTAGED?

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This is a presentation for the Education Stream. The purpose of this study was to evaluate the effect of immigrant student status on civic achievement in the Russian Federation. Three research questions were addressed: (1) Is student immigrant status associated with civic knowledge? (2) Are there mediating effects that help explain the relationship between immigrant status and civic knowledge? (3) What are the school level effects of variables discussed in RQ 1 and 2? The study used secondary data from the International Civics and Citizenship Education Study conducted in 2016. Student surveys were administered to 7289 students in 382 schools using a two stage stratified sampling design. Using an Opportunity-Propensity (O-P) framework the following measures were included: Civic Knowledge, SES, language used at home, school civic learning, civic participation at school, perceived open classroom climate, perceived student-teacher relationship, and perceived importance of conventional citizenship. A two-level path analysis was conducted with the student at the first level and the school at the second level with Mplus 8.0. Within schools,

students' immigrant status did not have a significant effect on their civic knowledge ($\beta = -.04$). The largest effect was SES ($\beta = -.23$, $p > .0001$) with a smaller effect related to language used at home ($\beta = .10$, $p > .001$). Immigrant status did have a very small but significant effect on civic learning at school ($\beta = .04$, $p > .01$). Similar results were found at the school level indicating that schools with high average levels of immigrant students were not adversely affected in their civic knowledge scores ($\beta = -.02$) but schools with concentrations of high SES students did well demonstrating high school-averaged civic knowledge scores ($\beta = -.02$, $p > .001$). There were no insignificant indirect effects in the model. Student immigrant status in most European countries is seen as a disadvantage when it comes to civic learning. But this is not the case in the Russian Federation as shown here. Explanations advanced for these results include immigrant students' positive attitudes to learning, support provided by their parents, their facility in the Russian language, the limited effects of SES, and limited experience of racism.

CLINICAL PSYCHOLOGIST IN INDONESIA: LEVEL OF COMPETENCE AND FUTURE DEVELOPMENT

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Clinical psychology as a profession has been growing in Indonesia since the last decade after declaration of several government regulations and laws (e.g., Law No. 36 of 2014) which include clinical psychologist as one of the health professionals. Since then, from 2500 clinical psychologists registered in Indonesian Clinical Psychologist Association (ICPA) more than 1500 are conducting their clinical practices in hospitals, clinics, and privates. Unfortunately, professional psychology master programs in Indonesia, the only formal education for professional psychology, do not state specifically that their graduates are clinical psychologists. Students in this program can choose their interest in clinical psychology and get 560-640 hours' practicum and internship in addition to 11 courses (equivalent with 30 academic credits) of psychological science, methods, and practices, including thesis, before enter an exit exam to be a psychologist. In order to evaluate knowledge and skills in clinical psychology, as well as to identify related factors with their clinical practice experiences, we conducted qualitative survey using panel experts interview and judgement

among 300 clinical psychologists in several areas in Indonesia. Interview protocol and intensive briefing were provided to the experts who were categorized as senior psychologists by ICPA. Results suggest, from 5 defined levels of clinical psychologist in Indonesia, only 20% of them categorized in the middle level, less than 10% categorized in the higher (4th and 5th) levels, and almost 70% categorized in the lower (1st and 2nd) levels. These level discrepancies might relate with lack of the curricula management in the professional psychology master program, less practical experiences as well as infrequent training and continuing education programs. In the short term, ICPA should provide more intensive competency assessment along with conducting several training and workshop to increase clinical psychology professional competency in the field. In mid and long terms, ICPA together with Indonesian Psychological Association and the universities that provide professional psychology master program should discuss possibilities of curricula modification and develop a special master or even doctoral program for professional clinical psychology.

LATENT CLASS ANALYSIS OF SOLITUDE BEHAVIOR AND ITS EFFECTS ON NOMOPHOBIA

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With the development of technology, mobile phones have brought great convenience to our daily life. Nowadays, the nomophobia is a very common phenomenon among college students. However, the causes of nomophobia remain unclear. The main purpose of this research was to explore the effect of solitude behavior on nomophobia and the differences of various types of solitude behaviors in nomophobia. The Chinese version of Nomophobia Questionnaire and the Solitude Behavior Scale were used to investigate college students. Data analysis was fulfilled in Mplus8.0 and SPSS24.0. Latent class analysis, ANOVA and t test were employed to classify solitude behavior and explore the relationship between different solitude class and nomophobia. The 6-class model is the best model to fit the data (BIC=60086.486). The six classes were named respectively typical low solitude, tendency to low solitude, typical moderate solitude, tendency to moderate solitude, typical high solitude and tendency to high solitude. According to the results of ANOVA, significant differences among 6 classes were found in the total score of nomophobia

($F=44.17, p=0.000$). And there was no significant difference in the total score of nomophobia between the class 6 and class 2, class 2 and class 5, class 5 and class 1, class 1 and class 4 respectively. By t test, the significant difference between the class 6 and class 2 people was found in losing connectedness ($t=2.05, p=2.05$), and the same difference also occurred in class 1 and class 4 ($t=5.12, p=5.12$). The significant differences between class 2 and class 5 people was found in not being able to access information ($t=2.62, p=0.009$) and not being able to communicate ($t=3.37, p=3.37$). However, there were no significant differences in four dimensions between class 1 and class 5 people. The solitude behaviors of college students could be roughly divided into six classes. For the nomophobia, the scores of positive solitude were the lowest. Participants who are social avoidance and loneliness are more likely to develop nomophobia. Eccentricity had significant impacts on the scores of losing connectedness. Social avoidance and loneliness had significant impacts on the scores of loss of communication and information.

IMPACT OF NEGATIVE FEEDBACK ON TASK PERFORMANCE: ROLE OF MINDFULNESS

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Feedback is a crucial element of any task performance across organizational settings. Any feedback has a purpose of aiding the recipient to improve on his/her performance. The findings from the literature concerning the impact of negative feedback on task performance are puzzling. One strand of literature suggests that it has a positive impact (Podsakoff & Farh, 1989) on task performance whereas another suggests a negative association (Green, Gino & Staats, 2017). Extending this line of research explaining the inconsistency, the current study focuses on the receiver end of the feedback flow and proposes mindfulness as a construct that helps explain the inconsistency. In simple English, mindfulness is present-centered attention and awareness (Gunaratana, 1996). Negative feedback is an external stimulus that generates negative affect in individual (Weiss & Cropanzano, 1996). Negative affect in an individual is bad for task performance (Kaplan et al., 2009), and thus it is supposed negative affect mediates the relationship between negative feedback and task performance. A mindful person has the characteristics of being objective, non-judgmental and non-self-evaluative towards the present moment experiences and events. Mindfulness helps emotion regulation, especially in undesirable situations. Thus, mindfulness is proposed as a moderator in the relationship. The hypotheses will be tested using experimental method, with a sample of working executives. The experimental group will be provided a 3-day audio-visual based mindfulness training (Zeiden et al., 2011) followed by the task performance and negative feedback. A one-way ANOVA

analysis will show a difference between the experimenter and a control group and it is expected that the difference comes out as significant. The significance of the results imply that mindfulness leads to decrease in the negative impact of negative feedback on task performance. Many organizations are now including mindfulness in their employees work life. This paper proposes mindfulness as a tool to tackle the bad side of negative feedback. Promoting mindfulness not only in academics might also prove beneficial as negative feedback is common in student's life. References Podsakoff, P. M., & Farh, J. L. (1989). Effects of feedback sign and credibility on goal setting and task performance. *Organizational Behavior and Human Decision Processes*, 44(1), 45-67 Green, P., Gino, F., & Staats, B. R. (2017). Shopping for Confirmation: How Disconfirming Feedback Shapes Social Networks Gunaratna, B. H. (1996). *Mindfulness in plain English*. Wisdom Publications Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work Kaplan, S., Bradley, J. C., Luchman, J. N., & Haynes, D. (2009). On the role of positive and negative affectivity in job performance: A meta-analytic investigation. *Journal of Applied Psychology*, 94(1), 162 Zeidan, F., Martucci, K. T., Kraft, R. A., Gordon, N. S., McHaffie, J. G., & Coghill, R. C. (2011). Brain mechanisms supporting the modulation of pain by mindfulness meditation. *Journal of Neuroscience*, 31(14), 5540-5548

WHOM DO YOU FOLLOW ON SNS AND HOW DO YOU FEEL ABOUT IT? THE EMOTIONS FELT AFTER SOCIAL COMPARISONS ON SNS

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The aim of the study was to examine the activities people engaged in social networking sites (SNS) and social comparisons they made in specific domains (physical appearance, social life/popularity, financial situation, happiness and achievement) with others (the close ones, acquaintances and celebrities) in SNSs. Moreover, the emotions felt after those comparisons were investigated within the framework of Smith's (2000) Theory of Social Comparison-based Emotions. For these purposes, data was collected from 227 university students (186 female, 41 male) each of whom attended in individual research sessions. In each session, participants were given a 7-minute free time to spend in their SNSs (Facebook or Instagram), then were asked to answer questions about social comparisons they did during that time. First, the activities they did during the session were examined. Findings revealed that during the sessions, participants spent more time to examine the posts sent by others than either to examine their own profiles or to make changes in their profiles. Second, participants' frequencies of doing upward, lateral and downward social comparisons were compared. Participants mostly reported that they did lateral comparisons

with their close ones; mostly did upward comparisons with their acquaintances, and almost always did upward comparisons with the celebrities. Next, the emotions they felt after those comparisons were asked. Inspiration, admiration, optimism and envy were more likely to be felt after upward comparisons. On the contrary, pride and sympathy were more likely to be felt after downward comparisons. Finally, whether comparisons made with the close ones, acquaintances or celebrities affect the type of emotions felt after comparisons was tested. One of the expectations was that the level of upward and downward assimilative emotions would increase when participants make upward and downward comparisons with their close ones. A second expectation was that the level of upward and downward contrastive emotions would increase when participants make upward and downward comparisons with their acquaintances and celebrities. The results were tested in five different comparison domains, and supported both expectations only in some of the domains. The results were compared to the existing literature and discussed within the scope of Social Comparison Theory.

CAN CARTOONS WHICH DEPICT CHARACTERS WITH AUTISM SPECTRUM DISORDER (ASD) IMPROVE ATTITUDES TOWARDS PEERS WITH ASD?

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Identifying effective means for improving relations between typically developing peers and those with Autism Spectrum Disorder (ASD) has become increasingly important. Research has highlighted the immense impact that peers have on social interaction for individuals with ASD. Educational television programmes have previously been used as a vehicle for encouraging inclusivity and cross-group friendship. The indirect (extended) contact hypothesis (Wright et al., 1997) was utilised as a theoretical framework to explore the efficacy educational television programmes in promoting peer acceptance and positive engagement with individuals with ASD. The present study explored two research questions: (1) How much do children learn from educational television programmes? (2) Can they generalise what they learn to their everyday lives? The study assessed the efficacy of two cartoons which depict characters with ASD in improving conative (behavioural) attitudes towards peers with ASD in two separate studies. Cartoon 1 showed cross-group friendship and gave explanatory information while cartoon 2, relayed explanatory information only. This study employed a within-

groups design. Forty-six children participated in Study 1 (4-7 years), and 47 children participated in study 2 (8-11 years). Conative attitudes were measured via Likert Scale questionnaire. Knowledge of ASD was assessed by asking participants what they knew about ASD and coding the number of correct responses. These were measured before and after the cartoon interventions. Analysis of Variance of was used to analyse the change in Conative Attitudes. T-tests were used to analyse significant changes in knowledge post intervention. In Study 1, knowledge significantly increased ($p < .001$) after watching the cartoon. Level of knowledge was also correlated with age, a desire to play with peer with ASD and a desire to have them in class. Overall attitudes to ASD improved significantly after watching the cartoon, in line with the hypothesis. In Study 2, knowledge increased significantly after watching the cartoon ($p < .001$), but there was no overall improvement in attitudes. However, knowledge was shown to correlate with some but not all conative attitude measures. The findings suggest that cartoons can improve attitudes to ASD but this may depend on how information is presented.

ABUSIVE SUPERVISION AND EMPLOYEE'S EFFECTIVENESS: THE MODERATIONS OF YIN-YANG THINKING AND BELIEF OF LOYALTY TO SUPERVISOR

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Abusive supervision is a common phenomenon in the workplace. There are numerous studies of abusive supervisor within Chinese organizations, but most of them were conducted with Western theories and viewpoints and quite a few of them adopted cultural viewpoint and interaction norm to understand the impact of abusive supervision (Hu & Cheng, 2014; 2014 ; Ng, Chen, & Aryee, 2012). This study examined the relationship between abusive supervision and employee's effectiveness (subordinate's emotional exhaustion and job performance). Furthermore, we hypothesized that subordinates' Yin-Yang thinking (a kind of Chinese Dialectical thinking) could mitigate the harm of abusive supervision, but the advantage would be reversed if subordinates had high belief of loyalty to their supervisor. Using a two-wave survey, we analyzed data from 264 dyadic supervisor-

subordinate of 6 private enterprises in northern Chinese. Results showed that (1) abusive supervision is positively related to emotional exhaustion, but negatively related to job performance; (2) there is a significant three-way interaction of Yin-Yang thinking and belief of loyalty to supervisor on the relationships between abusive supervision and employee's effectiveness. Abusive supervision had the strongest harm on employee effectiveness when subordinate with high Yin-Yang thinking and high belief of supervisor loyalty. Nevertheless, abusive supervision didn't have significant negative impact on employee effectiveness when subordinate with high Yin-Yang thinking and low belief of supervisor loyalty. Finally, the contributions and limitations of this study were discussed and the recommendations for academic and practical applications were also provided.

SOCIAL SUPPORT AND CYBERBULLYING: THE MEDIATING ROLE OF INTERNET ADDICTION AND THE MODERATING ROLE OF STRESS

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Bullying has been a severe problem in today's society and it can be in many different forms. With the rapid development and pervasive use of Internet technology, cyberbullying appears to be gaining in popularity. It can be defined as repeatedly harassing someone via any device used to electronically communicate with the intention to harm, embarrass, or damage the other individual. A growing body of research has documented that social support is negatively associated with cyberbullying. However, little is known about the mediating and moderating mechanisms underlying this relation. Based on theory of compensatory Internet use and stress-buffering model, the present study examined whether Internet addiction mediated the relationship between social support and cyberbullying, and whether this mediating process was moderated by stress. Our theoretical model was tested using data collected from 1152 Chinese university students (M age = 20.22 years, SD = 1.52). Participants completed a battery of anonymous self-report questionnaires which include social support

appraisal scale, stress scale for college students, internet addiction test, cyberbullying scale as well as demographic information (gender, age, grade, family economic status, and parents' education levels). After controlling for demographic variables, social support was negatively associated with cyberbullying. Mediation analysis indicated that Internet addiction partially mediated the association between social support and cyberbullying. Tests of moderated mediation further revealed that the mediated path was stronger for university students with lower stress. And stress played different roles in the two paths of the mediating model. To be specific, for individuals under lower stress, the effect of social support on Internet addiction was stronger while the effect of Internet addiction on cyberbullying was significant but weaker. Results highlighted the significance of identifying the mechanisms that moderate the mediated paths between social support and cyberbullying of young adults, based on which, suggestions for reducing cyberbullying among young adults were proposed.

WHAT DO AUTHORITARIAN AND AUTHORITATIVE LEADERSHIP MEAN TO JOB PERFORMANCE? MEDIATIONS OF JOB STRESS AND MODERATIONS OF BENEVOLENT LEADERSHIP

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The authoritarian leadership rooted in Chinese culture has always been an important and distinct leadership phenomenon in Chinese organizations. Because the negative connotations associated with the term 'paternalism' in the West, authoritarian was viewed a kind of negative leadership. Nevertheless, with the trend of globalization, the functions and positive effectiveness of authoritarian leadership were found in empirical researches. According to cultural source and nature of leadership, this study divided authoritarian leadership into two categories; dominance-focused authoritarian leadership and discipline-focused authoritative leadership. Research purposes of this study were: (1) to clarify the different influences of authoritarian / authoritative leadership on job performance through the challenge/hindrance job stress separately; (2) to understand moderators of benevolent leadership for

authoritarian/authoritative leadership. By using survey method, 193 dyadic supervisor-subordinate data from southern Chinese private organizations were collected. The results of hierarchical regression and Bootstraps analysis showed that: (1) the dominance-focused authoritarian leadership only triggered the subordinates' hindrance stress and, in turn, harm subordinate's job performance; (2) the discipline-focused authoritative leadership only induced the challenge stress and further promoted subordinate's job performance; and (3) the benevolent leadership of the supervisor would weaken the positive influence of dominance-focused authoritarian leadership on hindrance job stress and strengthen the positive influence of discipline-focused authoritative leadership on challenge job stress. Finally, based on the results of this study, we discussed the research contributions, research limitations, and future research directions.

A CROSS-CULTURAL, MIXED METHODS STUDY ON RESILIENCE, NATIONAL IDENTITY, AND BELIEF IN A JUST WORLD

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Resilience is the ability to return to baseline functioning after an adverse event (Rutter, 2012). Understanding resilience across cultures in the face of socio-political transition is crucial in the current climate of global instability. Belief in a Just World (Jiang et al., 2016) and National Identity (Aitchenson et al., 2017) have been linked to people's ability to adapt but have not been investigated explicitly in regard to resilience and economic or political adversity. Qualitative, Thematic Analysis of 14 interviews and multiple regression analyses of college students' survey data (NUS Latinx=103, NCroatia=257) constituted a mixed methods design. Resilience was measured using the Connor-Davidson Resilience Scale (Connor & Davidson, 2003). The Personal Belief in A Just World Scale (Dalbert, 1999) assessed participants' beliefs about events in their own lives being just (BJW), and National identity (pride, nationalism, devotion, and cosmopolitanism) was measured using the National Identity Scale (Čorkalo & Kamenov, 1999). Our triangulated results illuminate the complex relationship between BJW, NI and resilience. Family support was instrumental to resilience for both U.S. Latina/o and Croatian

students, as were religious faith and community support. Latinx students did not mention NI during interviews and Croatian students minimized its role. Participants in both locations negated the idea that the world was just, but spoke of a religious sense of justice (Croatia) and making sense of adversity by working toward justice (Latino/a participants). Quantitative analyses produced a different image: national identity ($\beta=0.25$, $p=0.015$) explained 9% of the variance in resilience in the Latino participants ($R^2=.09$, $F(2, 98) = 4.54$, $p=.013$). Three predictors were statistically significant in the Croatian sample, accounting for 14% of the variance in resilience ($F(5, 297) = 9.57$, $R^2 = 0.139$, $p=0.00$): National pride ($\beta=0.32$, $p=0.001$), Cosmopolitanism ($\beta= -0.26$, $p=0.000$), and BJW ($\beta= -0.15$, $p=0.007$). Despite participants' outward minimization of its relevance during interviews, quantitative study findings corroborate ethnic identity research in finding national identity an important aspect of adaptive human functioning. Findings also further contribute to the view that believing in an unjust world may actually contribute to higher resilience.

PATERNALISTIC LEADERSHIP AND IDENTIFICATION WITH HIGHER LEVEL SUPERVISOR A CROSS-LEVEL MODEL OF ORGANIZATIONAL HIERARCHY

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Paternalistic leadership is the only leadership theory developed by non-Western society and organizations (Hernandez, Eberly, Avolio, & Johnson, 2011) and has been claimed to be one of the most prevalent and vivid leadership styles in Asia. It includes three different kinds of leadership: Authoritative leadership, benevolent leadership, and Moral leadership. In addition to the conception level, the level of organizational structure has also been valued by leadership researchers, which including direct leadership and indirect leadership. The former refers to the leadership behavior of the direct supervisor that demonstrates an action-oriented influence on subordinates while the latter means the leadership behavior which has an impact on subordinates below two levels and wields an image-oriented influence. By using cascade model (Larsson, Sjöberg, Vrbanjac, & Björkman, 2005), this study took soldiers from Taiwan Army as the subject, including "battalion commander" – "middle level leader" – "soldier", to explore how battalion commander's paternalistic leadership affect soldier's

identification with battalion commander. Participants included were 355 middle leaders and 1019 soldiers from 120 battalions of Taiwan Army. Using survey method and Hierarchical Linear Modeling, the results showed that (1) there is a positive correlation between direct paternalistic leadership (battalion commander's authoritative, benevolent, and moral leadership rated by middle leader) and indirect paternalistic leadership (battalion commander's authoritative, benevolent, and moral leadership rated by soldier). (2) Indirect paternalistic leadership has positive influences significantly on soldier's identification with battalion commander, in which benevolent leadership has the strongest effect, then moral leadership, and authoritative leadership the weakest. (3) According to cross-level bootstraps analysis, the cascade model of cross-level effects of battalion commander's paternalistic leadership on soldier's identification with battalion commander are supportive. Finally, based on the results of this study, we discussed the research contributions, research limitations, and future research directions.

PROBLEMATIC ISSUES OF PROVIDING PSYCHOLOGICAL HELP TO LGBT PEOPLE IN RUSSIA

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Socio-political situation in Russia has a great influence on mental state of LGBT people. Statistical data shows (n=120) a high level of fear among LGBT people towards turning to psychological and psychotherapeutic help by specialists outside LGBT organizations due to the risk of facing homophobia, biphobia and transphobia. The law prohibiting the "advocacy of non-traditional sexual relationships", as well as information concerning prosecution and murders of homosexuals in Chechnya and refusal of initiation of critical cases against hate crimes, – all these issues have a tremendous effect on LGBT people (which is confirmed by high levels of anxiety, depressive states, suicidal behaviors: St.-Petersburg, Moscow n=80; other Russian regions n=40; Spielberger-Khanin Anxiety Scale, Beck Anxiety Inventory, Beck Depression Inventory). The most significant factors which were distinguished by complex research (statistical data is going to be presented within the project proposal): 1. Homophobia and transphobia of specialists, psychologists who are not qualified to work with LGBT clients. It can be a conscious personal attitude of specialists or can be caused by lack of information. The

students are often forbidden to conduct research on sexual orientation and gender identity. Clients who have encountered discrimination by specialists don't have a practical possibility to file a complaint towards these psychologists. One of the problems in Russia is the absence of laws which would ensure ethical aspects of psychological help. 2. Insecurity and exposure of organizations and groups of specialists who provide educational services in the sphere of working with LGBT people. In 2018 in Moscow the 5th Annual Family Conference LGBT "Family and Partnership Values. Ethics and Politics" had to be cancelled due to incoming threats and refusal of the venue owners to host the event. In 2017 two participants of that conference were attacked after leaving the building. 3. Difficulties and lack of possibilities to include LGBT-related topics into official public educational programs. Impossibility and difficulties of defending theses and high-quality scientific papers on LGBT topics in psychology. As a result, secondary traumatization of LGBT clients by specialists occurs, which we consider to be a crucial yet invisible problem of professional community.

NEURAL PROCESSES OF IMAGERY-BASED CHINESE CALLIGRAPHY ON WORKING MEMORY OF ELDERLY: AN ELECTROPHYSIOLOGICAL STUDY

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Visuospatial and spatial working memory (WM) of elderly with mild cognitive impairment (MCI) responses to cognitive training in different ways but the phenomenon is not well studied. This study aimed to investigate the differential effects of imagery-based Chinese calligraphic handwriting (IBCCH) program on neuroplastic changes related to visuospatial and spatial WM functions of a group of elderly with MCI as reflected by P2a and N200 event-related potential components, respectively. Sixteen elderly with MCI (mean age = 63.2 years) joined in a 4-week IBCCH program, in which they were trained to write Chinese calligraphy with ink brushes with visuospatial and spatial imagery. They were asked to continue practicing Chinese calligraphy writing for 3 months after the program completion. At the beginning, upon program completion and 3 months after the program, each participant was asked to go through a number of neuropsychological tests, including Digit Backward Tests and Color Trail Test. This was followed by participating in three cognitive tasks with position-specific Chinese radicals and abstract shapes: (1) visuospatial 2-back and (2) spatial 2-back and (3) visual detection tasks. The

electroencephalogram was concurrently recorded. Repeated measures ANOVA showed significant improvement in WM capacity, indicated by more positive P2 amplitude at central site upon program completion (T2) compared with baseline while performing visuospatial and spatial 2-back task with radicals ($p < 0.02$ & $p < 0.01$, respectively). Furthermore, significant improvement in WM maintenance, indicated by more negative at Fz & Cz sites at 3 months follow-up compared with earlier time points while performing visuospatial & spatial 2-back task with radicals ($p < 0.01$ & $p < 0.05$). In addition, improvement in WM capacity as indicated by more positive P2 amplitude at frontal site upon program completion compared with baseline while performing visuospatial 2-back task with shapes ($p < 0.01$), suggesting calligraphy training could be generalized to other types of non-contextual stimuli. The findings suggested that, despite the cognitive decline, neuroplastic changes related to visuospatial & spatial working memory could be mediated differentially in elderly with MCI after a period of imagery-based cognitive training.

BEHAVIORAL AND ERP PRIMING EFFECTS AFTER INCIDENTAL LEARNING DURING IMPLICIT AND EXPLICIT RETRIEVAL: A NOVEL PERSPECTIVE ON EYEWITNESS TESTIMONY

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In eyewitness situations there is typically no intention to remember the witnessed event or person. Therefore, retrieval processes after incidental encoding are of special interest. The present experiments explored the utility of priming effects on the behavioral and neural level to assess memory traces after incidental encoding as a function of retrieval intention (implicit vs. explicit retrieval). In two experiments, 20 students each took part. In the incidental learning phase, participants saw pictures of male and female faces and briefly named some distinctive features of each face. No mention of memory testing was made. In the retrieval phases, the familiarized faces were intermixed with new male and female faces, arranged in a prime-target paradigm. Experiment 1 required a gender decision on each target face (implicit task), whereas Experiment 2 required a familiarity decision (explicit task). Priming effects were measured on the behavioral level and with event-related brain potentials (ERPs), recorded from 64 scalp electrodes. On the behavioral level, priming effects were enhanced for familiarized than for

novel faces (but more so during explicit than implicit testing), indicating the presence of memory traces from incidental learning. ERPs indicated an enhanced priming effect for familiarized faces only rather late in the epoch. In contrast, during explicit testing, enhanced priming effects were found in the N250r and in the N400 components. Importantly, the same enhanced ERP priming effects were seen in misses as compared to false alarms. The present results indicate that differential behavioral priming effects (stronger for familiarized than novel faces) in implicit tasks may serve as indicators of incidentally acquired face familiarity, potentially allowing for concealed memory testing. Even more interestingly, ERPs revealed traces from incidental encoding of faces in both implicit and explicit tests. During explicit testing this was the case even when participants were unaware that faces were familiar or novel, that is, for misses vs. false alarms. These findings offer a new handle on dissociating overt and covert signs of memory in eyewitness testimony.

THE MEDIATOR ROLE OF DRIVING AND RIDING AVOIDANCE IN THE RELATIONSHIP BETWEEN TRAFFIC LOCUS OF CONTROL AND DRIVER BEHAVIORS

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Road traffic accidents are a serious worldwide public health problem. Variables which are derived from individual differences such as driver behaviors and driving skills are related to risky behaviors and accidents on the road. Although human error is the greatest contributor factor, accidents generally arise from the interaction between vehicle, driver and the environment. Locus of control can be defined as a personality attribute that contains two dimensions as external and internal locus of control. In traffic situations, externals attribute greater responsibility to external factors and they take less responsibility in determining the possibility of an accident. Besides, internals attribute greater responsibility to themselves and they are more likely to involve accidents than externals. Additionally, driving-related anxiety leads to driving and riding avoidance that is negatively correlated with deliberate violations. It is stated that individuals who assigned the responsibility to other drivers are tend to report greater level of driving and riding avoidance than people who attribute more responsibility to themselves. Therefore, avoidance might have influence in the relationship between

traffic locus of control and driver behavior. In the present study, determining the mediator role of driving and riding avoidance on the relationship between traffic locus of control and driver behavior was aimed. A total of 291 drivers (153 male and 138 female) drivers participated in the study. Participants were asked to fill out the Driver Behaviour Questionnaire, Multidimensional Traffic Locus of Control Scale and Driving and Riding Avoidance Scale. A simple mediation analysis was conducted by using the PROCESS macro for SPSS (Hayes, 2013). It is revealed that avoidance was negatively mediated the relationship between external traffic locus of control and aggressive violations which refers to driving aggressively or expressing hostility to other road users. Besides, avoidance was also a positively significant mediator between external locus of control and unintended behaviors as lapses and errors. The findings of the study showed the effect of driving and riding avoidance on the relationship between driver attribution and behavior. Since these variables are crucial in road safety, enlightening the previously mentioned relationship may be helpful for developing driver training programs.

THE USE OF PSYCHOLOGICAL AND PSYCHO-PHYSIOLOGICAL ASSESSMENT METHODS IN PERSONNEL MANAGEMENT

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The use of psychological and psycho-physiological assessment methods in personnel management is very important in labor organizations. The significance of the research is enhanced and emphasized by the requirements of the modern consumer to the quality of the services provided. The railway industry is a strategically significant object of Kazakhstan.

Considering the fact that the Company employs one percent of the country's population, there is an urgent need to apply modern psychological and psycho-physiological methods of personnel assessment.

The methodological basis of the theoretical and practical research of our research was the works of foreign authors and our publications, as well as the rules for accepting and transferring to some positions of the Company, the rules of psychophysiological testing and other rules of the National Company Kazakhstan Temir Zholy JSC.

The object of study is the railway personnel.

The subject of the study is the psycho-physiological method of personnel management in the railway industry.

Hypothesis: we assume that the introduction of a psychological testing system to determine compliance with the positions of workers directly related to the safety of train traffic on the "Human Factor" and the further use of psychophysiological methods in the management of railway transport personnel will contribute to high-quality and transparent staff selection will reduce the risk of emergency situations arising due to human factors.

After passing the test, workers in 48 posts responsible for safety at EPDC-MK, AIC issues a report on the results of testing.

The introduction of this method in the Center, used to start at the station "Astana", led to the nullification of emergencies due to the human factor at the specified station. Its use in the management of railway personnel contributes to high-quality and transparent selection of personnel for vacant positions and, as we see, reduces the risk of emergency situations arising due to the human factor.

THE RELATIONSHIP BETWEEN TIME PERSPECTIVE AND DRIVING AVOIDANCE

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Human error is the most important factor in accidents. Driver performance and behavior are the main components of human behavior on the road. Besides, it is revealed that driving-related anxiety leads to driving and riding avoidance which is negatively correlated with deliberate violations. This kind of behavior can be observed in traffic which stemmed from various situations such as unpleasant driving conditions or vehicular traffic in general. On the other hand, time perspective is found to be related to different negative behavior outcomes in traffic. For instance, present-oriented people tend to exhibit unplanned and risky behaviors such as traffic violations while future-oriented people are less likely to show risky driver behaviors. The present study was conducted with 291 drivers between the ages of 19 to 58 in order to determine the relationship between time perspective and avoidance behavior. The participants were asked to fill out a demographic information form, Zimbardo Time Perspective

Inventory and Driving and Riding Avoidance Scale. Age, gender and total mileage was controlled. The Linear regression analysis revealed that time perspective of the drivers is related to avoidance behavior. Namely, traffic avoidance is positively related to future time orientation while being negatively related to present time orientation. The results revealed that time perspective is significantly related to avoidance on traffic that shape a driver's risk taking behavior on the road. In the present study, the relationship between time perspective and driving and riding avoidance behavior was studied for the first time in the literature and this study has a potential to contribute to the literature by investigating the importance of driving and riding avoidance within the frame of time perspective. Since our perceptions about time influence our actions, the results of the study might be used to understand human behavior for accident prevention.

EVALUATION OF PSYCHOLOGY STUDENTS' PROFESSIONAL COMPETENCIES MATURITY LEVEL

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Modern education paradigm assumes emergence of new requirements to students' professional training. One of the main research trends in the context of students' professional formation studies is the search for tools to evaluate their professional competencies maturity level. This aspect is particularly topical during evaluation of psychology students' professional competencies due to complexity and multi-competency of their future professional activity, lack of clear criteria of its effectiveness and unavailability of work results for direct measurement. A. Margolis and I. Konovalova point out that absence of common criteria to evaluate work of educational psychologist is one of the main reasons for inadequate expectations about effectiveness of his professional activity and imposed requirements. In order to build an effective evaluation model, it's important to consider the specifics of educational psychologist professional activity. Today contents of worker's occupation, primary requirements for their competency level as well as criteria to evaluate labor performance are fixed in professional standards. There're different approaches to evaluate specialist's work. E. Sabelnikova and N. Khmeleva note the necessity

to evaluate training results and consider American project CLA to be one of the best examples, because it implies testing of specialist's universal skills, not related to professional focus of training. A. Minurova and O. Leonova talk about necessity to develop and apply domestic model of professional exam, which should become the main method for evaluation of pedagogical workers professional competencies. We've conducted the research on Voronezh State Pedagogical University students' professional competencies, using case method and method of expert evaluation. 200 students participated. Case method allowed us to identify students' ability to establish an algorithm for solving professional tasks. Teachers and practicing psychologist from educational institutions acted as experts. Based on diagnostics results two groups of students were formed, depending on their professional competencies level – basic and advanced. As the next step, difference in degrees of several parameters intensity was studied, which allowed to outline determinants that define successful professional formation of students with different educational profiles.

HOPE AND CREATIVE SELF-EFFICACY AS SEQUENTIAL MEDIATORS IN THE RELATIONSHIP BETWEEN SOCIAL-ECONOMIC STATUS AND CREATIVITY

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Creative ideation, the cognitive ability to generate many creative ideas, is considered as the critical part in everyday creativity, eminent creativity and one facet of creativity. As with other facets of creativity, there are some specific aspects concerned with effective creative ideation. It is influenced by certain cognitive attributes, personality traits, knowledge, thinking style and environment. Many researches have revealed that family environment as a pivotal part of individual's life has direct effect on creative idea generation. Family social-economic status (SES), including different aspects of family, can reflect the family environment. Low SES means less resources which could limit creative development. Study showed that the students who live in low-income family always with less hope compared to the students in high-income family. According to some researches, hope as a positive personal trait can influence creativity and as a positive motional state also can plus self-efficacy. Creative self-efficacy (CSE), the belief that people can be creative in doing tasks, is an essential element to influence our creative performance. This study aimed to examine how Family environment predict individual's creativity through the mediating role of hope and creative self-efficacy. Participants were 619 undergraduate students (females=371) from three universities in China. Data were collected

using the SES Scale, the Adults Hope Scale, the Creative Self-efficacy Scale and the Runco Ideational Behavior Scale. Correlational results indicated that SES was significantly and positively associated with creative ideation, hope and creative self-efficacy. Importantly, the path analyses indicated the sequential mediating role of hope and CSE in the link between SES and creative ideation. These findings suggest that hope and CSE underlie the effect of SES on individuals' creative ideation. From the results of this study, it is possible to say that hope will enhance our creativity even in low social-economic status. Participants were 619 undergraduate students (females=371) from three universities in China. Data were collected using the SES Scale, the Adults Hope Scale, the Creative Self-efficacy Scale and the Runco Ideational Behavior Scale. Correlational results indicated that SES was significantly and positively associated with creative ideation, hope and creative self-efficacy. Importantly, the Process path analyses indicated the sequential mediating role of hope and CSE in the link between SES and creative ideation. These findings suggest that hope and CSE underlie the effect of SES on individuals' creative ideation. From the results of this study, it is possible to say that poverty environment will not limit creativity when we have hope.

EFFECTS OF NICOTINE ABSTINENCE ON PROSPECTIVE MEMORY

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The main purpose of this study is to examine how smoking abstinence affect performance on prospective memory (PM). Secondary aims are to examine how abstinence affect performance on attention and to make an adaptation of Virtual Week (VW) (Rendell and Henry, 2009), which is considered as a PM task, to our country's culture, and to test its functioning on young smoking sample. For this purpose, VW was applied to a total of 50 young participants, including abstinent (25) and non-abstinent smokers (25). Participants were assigned randomly an abstinent (25), non-abstinent (25) conditions. VW consists of a training day and 3 virtual days which has totally 30 PM tasks. At the end of each virtual day, the Recognition Test (RT) was applied and participants RM performance were controlled. In addition, Stroop Test was given and the relationship between attention and smoking abstinence was also examined. 2 (Abstinence: Abstinent- Non-Abstinent) X 2 (Task Regularity: Regular- Irregular) X 2 (Task Type: Event Based-Time Based) mixed ANOVA design repeated at last two factors was applied. Abstinence were

manipulated with between groups and task regularity and task type were manipulated with within subject. RT which was applied after VW, time check task which was a real-time task, and the completion duration of VW were analyzed separately. For this analysis, t-Test was carried out. According to the analyzes performed, abstinent's correct response performance on PM was significantly lower than the non-abstinent. However, there was no difference between abstinent and non-abstinent in terms of Stroop Task performance, RT performance and completing time of VW. Abstinent's performance were lower than non-abstinent's on time check tasks. The results demonstrated that, abstinence had a negative effect on correct PM response performance. In addition, findings of task regularity and task type were supported the Multiprocess Theory of PM and Preparatory Attentional and Memory Processes -PAM-Theory. It has shown that Turkish version of VW in young smoker adults is a reliable measurement tool for evaluating the PM performance.

STRUCTURE OF PERSONAL MATURITY OF ELDERLY PEOPLE

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Achievement of personal maturity in the elderly is manifested in the personality integration. If an elderly person wants to be modern, then he needs to lead an active lifestyle and use new technologies. An elderly person receives a new experience, but does not analyze his life, and therefore does not implement development tasks and does not achieve the personality integration. From this point of view, it is important to determine the social expectations concerning the period of "old age" and to reveal the essential psychological characteristics in order to achieve the integration of the personality. The study included two stages. At the first stage, experts made a content analysis of 82 aphorisms on the problems of aging and old age in order to determine these social expectations regarding old age. At the second stage, appropriate research methods were chosen, and an integration model was developed using structural equation modeling. The sample consisted of 306 participants. The represented in the culture characteristics of the elderly are positive emotional background, self-acceptance,

internality, reflection of life's journey, contemplative life position, acceptance of mortality. In the model of personality integration of elderly person there are significant relationships between personal maturity and self-acceptance ($r = 0.19$; $p < 0.001$), personal maturity and acceptance of others ($r = 0.24$, $p < 0.001$), personal maturity and emotional comfort ($r = 0.2$, $p < 0.001$), personal maturity and internality ($r = 0.19$; $p < 0.001$), personal maturity and ego-identity achievement ($r = 0.92$; $p < 0.001$). The model is consistent: likelihood criterion $\chi^2 = 9.260$ ($p < 0.026$); CFI = 0.986; AGFI = 0.930; RMSEA = 0.08 (90% confidence interval from 0.025 to 0.146); PCLOSE = 0.145. Studies show that the characteristics of social expectations concerning the period of "old age" correspond to the development tasks of this age period. The personality components specific to the late adulthood in the structure of ego-integration are self-acceptance, acceptance of others, emotional comfort, internality. The ego-identity achievement is essential to the personality integration structure.

ASSOCIATIONS BETWEEN SOCIAL IDENTITY AND SCHOOL SATISFACTION: A STUDY OF NORWEGIAN HIGH SCHOOL STUDENTS

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School satisfaction is considered a key indicator of education quality in addition to academic achievement and coping, as well as an important factor to prevent student dropout from school. The primary aim of this study was to investigate how high school students' self-efficacy, school identification, and teachers' classroom management are associated with school satisfaction. The study included controls for gender, education programme and parental education level. A self-report questionnaire was administered to high-school students at three upper secondary schools in Norway. The sample comprises 794 first year students. The survey was conducted at the end of the autumn term in 2015, 2016 and 2017. The response rate was 100 per cent. Previously validated measurement instruments to measure social identity, self-efficacy and school satisfaction were used. To

examine differences in social identity, self-efficacy and school satisfaction due to type of study and demographics, MANOVA/ MANCOVA was used. SEM and hierarchical logistic multiple regression analysis was used to investigate prediction models of school satisfaction. School identification was found to be more important for the students' school satisfaction than perceived self-efficacy. Moreover, according to these results, teachers' social identity leadership could play a role in school satisfaction indirectly by teachers' influence on the students' school identification. The current study underscores the importance of school identification. Finally, the findings imply that the teachers' role in social identity leadership is imperative. The implication of these findings for classroom management is discussed.

SOCIAL TRUST AND ATTITUDES TOWARD THE INTRODUCTION OF ARTIFICIAL INTELLIGENCE INTO EVERYDAY LIFE

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Antecedents of human confidence in AI and robots are analyzed. The results of a series of empirical studies (N = 526, N = 129, N = 293) are presented, that were devoted to the socio-psychological predictors of Russian adults' attitudes toward the introduction of AI systems into everyday life. Different psychological types of AI technologies ("cyborgization technologies" and "smart city technologies") are identified, which are influenced by different psychological factors. It is shown that the perceived threats of AI are associated not so much with the reliability and predictability of the technology as with its use by the state and other people. At the same time, fears that artificial intelligence will get out of control and subjugate people are more typical for

those who are ready to use AI technologies, believes in its rapid development and benefit to society. It is shown that the estimation of the technologies of specialized AI and their possible influence on society directly depends on the person's level of social trust. It was found that the willingness to interact with the general AI as a partner that has consciousness and emotions requires a combination of techno-optimism with social optimism, with confidence in social institutions and other people. Support for the using of AI to improve the effectiveness of social institutions was not associated with prosocial and collectivist attitudes, but with an emphasis on personal success and a low value of safety. Perspectives of further research are proposed.

SUBJECTIVE PERCEPTION OF DANGER AND COPING STRATEGIES AMONG MILITARY PERSONNEL IN DIFFERENT CONDITIONS OF PROFESSIONAL ACTIVITY

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The authors thank the military psychologists who assisted in the preparation of the study. The goal is to study the influence of the conditions of activity of military personnel onto their subjective perception of the dangers of service and coping strategies. Theoretical foundations: a systematic approach, the concept of personal adaptation resources. Methods. Respondents: 359 men (18 – 54 years old) – military men of different statuses and types of troops. Techniques: IES-R (Horowitz, Wilner et. Al); "Coping Inventory for Stressful Situations" (Norman S. Endler, James D. A. Parker); "Strategic Approach to Coping Scale" (Stevan E. Hobfoll). Statistical processing was carried out using descriptive analysis methods, linear regression analysis, the Kruskal-Wallis Test and the Mann – Whitney U-test. Results. The lowest levels of subjective perception of service-associated risks show recruits and the highest – cadets and officers ($U= 3772,5; p \leq 0.01$). Constructive coping strategies are significantly more often used by ordinary conscripts and contract soldiers than by cadets and officers ($U= 3784,5; p \leq 0.01$). There are differences between military personnel assigned by the type of troops

and deployment: conscripts of the airfield unit estimate the stress level higher than those serving in other military branches ($U= 579.5; p \leq 0.01$). Soldiers of railway troops demonstrate a level of stress higher than the aircraftmen do ($U= 530.0; p \leq 0.01$). The most significant predictor of formation of a traumatic reaction to the conditions of military service for all groups of respondents is the use of emotionally-oriented coping. Coping strategies preferred by military personnel form patterns that are negatively or positively associated with their perception level of danger. These patterns are different for recruits, contract soldiers, cadets, and officers. For example, for ordinary contract soldiers, problem-oriented coping strengthens indicators of a subjective threat. The strategy, usually regarded as constructive, reinforces the trauma here. Thus, soldiers should be trained in patterns of coping behavior, effective for the specific conditions of service. For each military unit is important to identify specific patterns of coping behavior, which will allow to neutralize the traumatic effect of extreme conditions in professional activity.

PSYCHOSOCIAL FACTORS IN A LARGE INDONESIAN STATE OWNED AND A PRIVATE MANUFACTURE COMPANIES: THEIR ASSOCIATIONS WITH EMPLOYEE ENGAGEMENT AND PERFORMANCE

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Worker in both developing and developed countries are suffered from psychosocial risks at their workplaces, and those risks have significant consequences for employees' physical and mental problems as well as work related problems, such as decreasing productivity, quality of life, and motivation. Unfortunately, psychosocial factors are often overlooked by companies, mostly in developing countries, including in Indonesia whereas the incidences of work related psychosocial factors, such as high job demands, abandonment, and stressful working conditions have been happening. Hence, better attention on the work-related psychosocial factors in Indonesian companies, both private and state owned, may have a significant impact on employees' welfare, engagement, and even performance. The Copenhagen Psychosocial Questionnaire (COPSOQ) and the 24 items Aon Hewitt Questionnaire of Employee Engagement were administered to 1500 participants from a largest Indonesian state owned company which specialty in electricity power and distribution. Both questionnaires were also administered to 1300 participants from a large private branded shoe manufacture company in Indonesia. Participant performance rates from performance

management data as well as various demographic characteristics (e.g., job levels, genders, educational levels) were also collected. Exploratory factor analysis and internal consistency of the scales confirmed the validity of the both questionnaires in Indonesian version. Our logistic regression analysis confirmed that a wide range of significant psychosocial factors at work were different between two companies. Multiple regression analyses suggested that those psychosocial factors predict employee engagement and performance in both companies in different ways and mechanism. These findings were also associated with participants' demographic characteristics. The mechanism of the associations between those different aspects of psychosocial factors with employee engagement and performance are discussed using seven models of psychosocial risk factors at work (Kompier, 2003) and other relevant theories. We recommend improvements in the psychosocial work environment with adjustment to relevant demographic characteristics may be helpful to increase employee engagement and performance in state owned and private companies.

COGNITIVE PROFILE AND EMOTIONAL REGULATION CHARACTERISTICS IN PATIENTS WITH ALCOHOL USE DISORDER

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Alcohol dependence is a challenging disorder, both to prevent and to treat. Impaired emotion regulation is a core issue underlying Alcohol Use Disorders (AUD) that often persist during remission and is associated with relapse. One of the most difficult aspects in assisting individuals with AUD in their recovery process is fostering the development of compensatory cognitive strategies, which support emotion and behavioral self-regulation and, thus, allow to maintain sobriety. The purpose of this study is to investigate the interrelation between cognitive functioning and emotion regulation in patients with AUD. 113 patients with the diagnosis of alcohol dependence based on ICD-10 criteria (83 men, 73,45%) were recruited. The average age of participants is 41.91±8.22 years old, average duration of alcohol dependence is 10.83±7.5 years (M±SD). The following self-report methods were used: Emotion Regulation Questionnaire, Cognitive Emotion Regulation Questionnaire, Difficulties in Emotion Regulation Scale, Anxiety and Depression Scale. In addition, the participant's cognitive functioning was assessed with BAC-A, CPT-IP, Stroop-test, and Working Memory Test. Data were analyzed using Mann-Whitney criterion and Spearman ratio. Two-factor model of cognitive control including response

inhibition and working memory was confirmed by the principal component method ($p < 0.001$). Participants were assigned into two groups – high-level ($n=51$, HL) and low-level ($n=62$, LL) of cognitive control. The groups didn't differ significantly on the measures of anxiety and depression. Patients from LL group received significantly higher scores on emotional suppression ($p=0,012$), positive reappraisal ($p=0,006$), Putting into perspective ($p=0,013$), and catastrophizing ($p=0,027$). In patients from LL group, the level of anxiety and depression positively correlated with the tendency to employ strategies of rumination ($p=0,021$, $p=0,007$) and catastrophizing ($p < 0,001$, $p=0,001$). In patients from HL group, the level of anxiety negatively correlated with the emotional reappraisal ($p=0,004$) and the level of depression and positively correlated with difficulties maintaining goal-directed behaviors ($p=0,028$). The difference in characteristic of emotion regulation between high-level and low-level cognitive control patients with AUD has important clinical implications for understanding of the role of emotion regulation and cognitive processes in patients with AUD and development of effective treatment methods. The study was funded by RFBR (№16-06-01043).

A THEORETICAL MODELING FOR THE ANALYSIS OF ORGANIZATIONAL TRAUMA: A MIXED-METHODS STUDY

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This study aims to develop a model to investigate the events with long-lasting negative psychological consequences that overwhelm the capacity of people in organizational settings. These events are entitled as “potentially traumatic events” (PTEs) and recently took work/organizational psychologists’ attention to develop methodologies for defining, explaining, and controlling them. The present study is a three phases study for the in-depth conceptualization and measurement of organizational trauma. Firstly, we conducted a comprehensive literature review to develop a typology of PTEs. The search of databases for the term “organizational trauma” (from 1995 to 2016) revealed 81 articles. The inductive qualitative content analysis brought three PTEs: “events resulting from organizational processes”; “adverse experiences in trauma-prone occupations/sectors”, and “catastrophic events caused by economic/social/environmental conditions”. It was compelling to observe that empirical studies were a few and the case study analysis was prominent. Therefore, as the next step, we aimed to test if the empirical research will help us to identify PTEs akin to the emerging typology. In the qualitative phase, we organized focus groups (employees from the logistics center of a textile

company; n=21; 48% females; Mean_age =31; SD=6.5). Thirty-six diverse traumatic events emerged as input to Traumatic Organizational Events Scale (TOES) to measure risk perception. TOES was designed to evaluate both the probability of event and possibility to prevent it. Lastly, TOES was administered to white-collar employees via convenience sampling (N=145; females=47.5%; mean age=34.5, SD=7.6; managers=46.8%). We included Organizational Resilience Scale as well to test TOES’ construct validity. Multi-Dimensional Scaling detected seven segments (accidents, violence, reputation, theft, psycho-social, financial, organizational change, uncontrollable-external events) and two dimensions (“individual-level impact”; “organizational-level impact”). Perceived risk of traumatic events had a significant negative correlation with resilience ($r=-0.361$, $p=.00$). The managers and non-managers’ perception of risk differed for events with organizational-level ($t=2.34$, $p=.021$; Cohen’s $d=0.38$) and individual-level impact ($t=2.79$, $p=.06$, Cohen’s $d=0.47$). Managers tend to perceive risk lower than non-managers do. We will discuss these findings with its potential contribution to theoretical conceptualization of organizational trauma as a rather current research area.

TESTING THE HYPOTHESIS OF “RETROGENESIS” BETWEEN TYPICALLY DEVELOPING YOUNG CHILDREN AND MENTALLY HEALTHY OLDER ADULTS

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Retrogenesis has been defined as the process by which degenerative mechanisms reverse the order of acquisition in normal development. Since the retrogenic models suggest that comparisons of cognitive abilities should be made between the developing children and the cognitively normal older adults or preclinical AD patients, the administration of the same screening instruments to the two groups should be available. The aim of this study was the comparison of cognitive abilities, between typically developing young children and mentally healthy older adults, by exploring possible differentiations in the latent structure of four neuropsychological tests across the age subgroups of the sample: 42 kindergarten students (61-75 months), 56 elementary students (74-98 months), 118 new-old adults (61-79 years), and 27 old-old adults (80-88 years). The tests administered for measuring cognitive abilities: (a) subtests, of the ATHINA Test, tapping cognitive ability (verbal and visuo-spatial ability), phonological memory, and neuropsychological maturation, (b) the Children's Category Test (CCT-1) tapping nonverbal learning and memory, concept formation, and problem-solving abilities, (c) the Educational Coloured Progressive Matrices (CPM), nonverbal screening measure of

general ability, and (d) the Mini-Mental State Examination (MMSE), which assesses the cognitive status. In specific, the present study attempted to investigate the latent structure qualitative changes in each of the aforementioned neuropsychological tests, from age to age, using Confirmatory Factor Analyses (CFA) and testing a conventional two-factor model and/or a unidimensional model of them. CFA fully verified the one-factor structure of [R] Educational CPM: for the group of first- to second- grade elementary school students, and for the group of new-old adults. The comparison of the CFA Models indicates a similar structure in CCT-1 for first- to second- grade elementary school students, new-old adults, and kindergarten students. The comparison of the CFA Models indicates a similar pattern of structure in AT for first- to second- grade elementary school students, and old-old adults. Regarding the new-old adults group, CFA indicated that individual variability across MMSE measured variables can be modeled by a two-factor model. The patterns of two-factor and one-factor MMSE structure were not verified for the groups of kindergarten students, elementary school students, and old-old adults.

INTERACTION STYLES OF “CHILD-GUARDIAN” RELATIONSHIPS IN KINSHIP CARE AND GUARDIAN FAMILIES

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Guardianship and kinship care are common forms of child custody in Russia. Although both forms of custody allow putting child in family, circumstances for building “child-guardian” relationships vary considerably. We suggested that factors of the child’s emotional wellbeing differ in kinship care from guardian families. To test this hypothesis, we interviewed pairs of school-age children and their guardians in kinship care families (with grandmothers as guardians, n=56) and in guardian families (n=103). Control group consisted of 42 families of birthparents with children. Interview was designed to include variables from «Parental Attitude Research Instrument» (for adults) and «Tool for family relations» (for children) as well as scales from «Family APGAR». Factor analysis suggested five parameters of educational styles (“positive interest in child’s life”, “authoritarian socialization”, “ignoring conflicts”, “excessing infantilizing care”, “forcing child development”) and three characteristics of adult’s behavior assessed by children (“positive interest in my life”, “excessive control”, “unpredictable reactions”).

Positive interest in child’s life rated significantly lower in all custody families compared to control group. Kinship care families had higher rates of excessing infantilizing care than in guardian families and control group. But, positive interest in child’s life was scored significantly higher by children from custody families. Interaction between children and adults in custody families is more controversial by nature than in native families. For control group, emotional wellbeing of the child is not surprisingly determined by mother’s reflective positive interest in child’s life, while mothers also associate their wellbeing with such positive interest. Guardian families show the same trend; however it is hard for the child to predict expressions of guardian’s interest. For kinship care families, child’s emotional wellbeing is connected to grandmother’s reflective positive interest in child’s life, lack of excessive control and ability to ignore conflicts. Practical implications of this study will require “identifying targets” for psychological support in guardian and kinship care families. The study is supported by RFBR, project № 18-013-00085.

EXAMINING BORDERLINE PERSONALITY BELIEFS IN TERMS OF SHAME, GUILT AND COMPASSION

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Shame and guilt as self-conscious emotions are defined to occur as a result of evaluation of one's own self. The intensity and frequency of these emotions can be related to develop and/or maintain personality disorders. On the other hand, self-compassion which is defined as evaluation of one's own self without judgement can be a protective factor against psychological problems. The aim of this study is to investigate the relationship between self-conscious emotions (shame and guilt) and borderline personality beliefs (BPB) and the role of self-compassion and fear of compassion on this relationship. Data collection was carried out via online questionnaires from 208 volunteer participants from Turkey with an age range between 18 and 56 ($M = 26.84$, $SD = 6.96$). Participants were given Demographic Information Form, Guilt and Shame Scale, Borderline Subscale of Personality Belief Scale, Self-Compassion Scale, Fear of Self-Compassion Subscale of Fears of Compassion Scale and Marlowe-Crowne Social Desirability Scale. According to the results, shame was positively while guilt was negatively correlated with borderline personality beliefs. Shame and guilt

had a high positive correlation with each other but at the same time their direction of correlation with borderline personality beliefs was opposite. By creating four different categories with high and low ends of shame and guilt scores, their relationship with borderline personality beliefs were reexamined. The results indicated that shame-free guilt category had the lowest borderline personality belief scores. Hierarchical regression analyses were applied in order to discover the predictors of BPB. Shame and guilt explained 17% of the variance of BPB in the first step. In the second step, self-compassion and fear of compassion raised the explained variance to 46%. Mediation effects of self-compassion and fear of compassion were tested via Process Macro. It was found that borderline personality beliefs were mediated by self-compassion and fear of compassion. As results suggest, in treatment interventions of borderline personality beliefs, it is important to cultivate self-compassion and to decrease fear of compassion. The implications of this study would be beneficial for a better understanding of borderline personality.

THE RELATIONSHIPS AMONG HUMOR, HUMOR STYLES, WELL-BEING AND INTERPERSONAL RELATIONSHIP OF COLLEGE STUDENTS

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Humor was considered a positive psychological trait that can help people improve their interpersonal relationship (Kuiper & Olinger, 1998). People who are more humorous has better social interactions (Fitts, Sebby, & Zlokovich, 2009), life satisfaction (Dyck & Holtzman, 2013), as well as a higher self-esteem (Zhao, Kong, & Wang, 2012). However, humor is a complicated trait and could hurt others if individuals do not conduct it appropriately. Thus, Martin, Puhlik-Doris, Larsen, Gray & Weir (2003) showed that there are "good" and "bad" humor which separated in four different styles of humor: affiliative, self-enhancing, aggressive and self-defeating. The previous studies indicated that humor is positively related to psychological health and well-being (Dyck & Holtzman, 2013). Besides, people who have better interpersonal relationships also have better well-being. The previous studies also showed that interpersonal relationships moderated the relationship between well-being and forgiveness (Tse & Yip, 2009) or gratitude (Lin & Yeh, 2014). However, there were few studies examined the relationship among humor, humor styles, interpersonal relationships, and well-being. The purpose of this study was to investigate the relationship among humor, humor

styles, interpersonal relationships, and well-being. The current study included 205 students. There were 88 male students (42.9%) and 117 female students (57.1%) with mean age 20.4 years old. This study adopted four instruments: Adolescent Cognitive Competence of Interpersonal Relationship Scale (Liou, 1992), the Oxford Happiness Questionnaire (Hills & Argile, 2002), Multidimensional Sense of Humor Scale (Chen & Chen, 2005) and Humor Styles Questionnaire (Martin, Puhlik-Doris, Larsen, Gray & Weir, 2003). Hierarchical regression and multiple moderation regression were conducted. The results revealed that well-being ($p = .015$), affiliative humor ($p < .001$), self-enhancing humor ($p < .001$), and self-defeating humor ($p < .001$) significantly predict sense of humor. Interpersonal relationship significantly moderated the relationship between well-being and humor ($p = .031$). Well-being positively related to sense of humor has been shown in this study. Aggressive humor did not predict sense of humor. One of the possible explanations include that aggressive humor hurts others, and therefore individuals who use aggressive humor may not be considered as the sense of humor in social contexts.

POWER DISTANCE IN THE MATHEMATICS CLASSES: HOW DOES IT AFFECT COMMUNICATION AND ACADEMIC PERFORMANCE?

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Turkish culture is known to be a high power distance culture and this situation shapes the communication styles and interactions among the parties with different social statuses (Bodur and Kabasakal, 2002). High power distance culture of Turkey also affects the interactions inside the classrooms and this situation has the potential to influence communication, students' motivation and academic performance. One of the problems in Turkish education system is the low motivation and performance of the students in mathematics courses. From this point of view we designed a study to understand the effects of power distance on teachers' communication skills and students' performances for math classes. Besides we wanted to control the interaction of teachers' power distance and communication skills with mathematics self-efficacy of students as it was previously found that mathematics self-efficacy could be one of the indicators for performance of mathematics (Bandura, 1997; Pajares and Miller, 1995). The data were gathered from the 8-grade students of nine state schools situated in Çankaya, Ankara. 795 students filled our surveys consisting 13-item power distance scale, Karagöz ve

Kösterioğlu's (2008) 25-item teachers' communication skills scale, and Usher and Pajares' (2009) 24-item Sources of Self Efficacy in Mathematics Scale. Students were also asked to write their first and second term math grades. We used the data of 449 students as there were no missing items in their surveys. The data were analyzed by Multiple and Hierarchical Regression analyses. The moderated regression analysis (Aiken and West, 1991) and Sobel tests were also used to analyze the data. The results showed that power distance predicted teachers' communication skills. Moreover power distance and teachers' communication skills were found to be explaining the variance in maths grades. Although no interaction effect of self-efficacy in mathematics was found among these relations, self-efficacy was found to be a predictor for mathematics performance. The results showed that high power distance of the teachers is one of the factors hindering the effective communication in classrooms and this situation indirectly predisposes lower performances in maths exams. Our results once again showed the importance of students' self-efficacy in mathematics.

THE IMPACT OF FACEBOOK AND INSTAGRAM EXPOSITION ON BODY IMAGE PERCEPTION IN MEXICO

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It has been found that the exhibition of beauty ideals on Facebook, Instagram and other social networks (for example, publishing or viewing other photographs) of idealized bodies of women contributes to social comparison and body dissatisfaction (Fardouly, Diedrichs, Vartanian, & Halliwell, 2015). The shared images of "perfect" female bodies through Facebook and other websites can also be a significant predictor of negative mood and greater social comparison with other women (Fardouly et al., 2015). In the same way, the longer active Facebook, the greater the negative state of mind (Sagioglou & Greitemeyer, 2014). For this reason, and with the aim of identifying dissatisfaction with the body figure before and after exposure to social networks (Instagram and Facebook), web Page (Fashion page) and home design (control group), a group of 80 university undergraduate students aged between 18 and 25, was asked to participate. The anthropometric measurements of the participants in the arms, neck, head, trunk and legs were taken to enter them in the Body Image Assessment Software (BIAS) of the

University of Barcelona and Body Perception of UNAM. The software allowed participants to visualize their body shape and indicate dissatisfaction satisfaction with their body before and after exposure to different groups. In the same way, other anthropometric measurements were taken such as height, weight and percentage of body mass and body fat. Three ways ANOVA mix model was tested: gender, condition group and time pre-post exposition ($2 \times 4 \times 2$). The results showed that there is greater disagreement with the body and body figure after exposure. The software gives two data, the first related to the perceived body image, that is, how the participants think they look, the second, related to how they would like to look. The results are shown in percentage terms, showing that, after exposure, women want to be thinner or wider. These results are discussed in terms of gender stereotypes, the beauty standards assigned and demanded of women and how this impacts the perception and idealization of beauty.

STRATEGIES FOR MATERNAL BEHAVIOR IN JOINT ACTIVITIES WITH A YOUNG CHILD

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Particular significance of the social environment is emphasized in L.Vygotsky's theory: starting from the very birth, every child enters a unique system of relations which is called social situation (context) of development and defines child personality development. The impact of various contextual aspects is associated with the child's own experiences. Adults' competence, especially at early stages of ontogenesis, is determined by their capability to sensitively perceive intentions of their child, to respond to them and support the child's initiatives in his dialogue with the adults. It should be noted that mother-child dialogical contacts take a leading role in the theory of attachment, initially elaborated by J. Bowlby and extended by M. Ainsworth. The result of mother-child interaction is formation of a strong affective bond, a sustainable emotional support, which also provides the child with resources to safely explore the outside world and to be successful. Common to both approaches is the fact that they both emphasize the invaluable role of a close adult bringing the child into the world. In this research, we consider the phenomenon of

mother-child interaction from both sides: from the side of a child, we look upon the child's experiences towards his mother's attitude expressed in attachment behavior; from the side of the mother, we look into characteristics of the behavior performed by the mother towards her child in course of joint activity. The study involved 32 children aged 1.7 to 3 years, and their mother aged 23 to 40 years. Quality of maternal relationship towards the child and maternal behavior within a context of joint activity were studied by means of observation. The vast majority of the children showing more manifestations of one pattern also perform behavioral tendencies specific to the other two types of attachment. Strategies of maternal behavior within the context of joint activity differed depending on what group of attachment behavior the child belonged to. It should be noted that in all of the three groups, the predominant way the mothers reacted to their children's actions, was making pauses, but the value of those were different for "secure", "avoidant" and "ambivalent" children.

SELF-CONCEPT AS FACTOR OF SUBJECTIVE WELLBEING OF GIFTED ADOLESCENTS

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Studies of psychological well-being of gifted adolescents stay fragmented, and the underlying factors remain contradictory. World Health Organization considers gifted children to be at certain risk, as personal development of the gifted child stands out from age norms. Talent might disturb subjective wellbeing, especially when the talent provokes social stigma. We revealed a range of factors which could influence on psychological wellbeing of the gifted child. The goal of our study was to assess such factors, including self-concept, self-efficacy, agency, characteristics of life perspective and attitudes regarding their life. Study methods included document analysis and expert evaluation (for characteristics of adolescent's talent and its perception by social environment) and questionnaire survey (for adolescent's

attitudes to his/her own talent, self-concept, self-efficacy, agency and attitudes to his/her life). Study sample consisted of adolescents of 13-17 ages participating at short- or long-term education programs for gifted children, and control group of 13-17 old normal adolescents. The results present the model subjective wellbeing and self-efficacy, self-concept, agency, life perspective and attitudes to person's own life, mediated by adolescent's attitudes to his/her talent, achievement in the field connected to his/her gift and specifics of this field. The set of tools developed in this study might be useful for population studies, monitoring, the results might contribute to effective programs for subjective wellbeing and mental health of adolescents.

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FOCUSING ON OTHERS: FROM SOCIAL COMPARISON TO SELF-PRESENTATION

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Self-presentation is manipulating the image of oneself when interacting with other individuals. The self-presentation motivation might be associated with specific individual differences. In the current study, social comparison tendency is tested as a predictor of self-presentation. Social comparison refers to individuals' tendency to use others as an anchor to evaluate themselves. Festinger (1954) suggested that if people perceive a discrepancy between themselves and their comparison target they would either change themselves or the comparison target, or stop the comparison. In addition to these, in the current study, self-presentation is offered as another outlet for the tension created by this self-other discrepancy. That is, if people attend to the information about others to evaluate themselves, they might be more likely to focus on the image they present to others. As social networking site (SNS) use become an ordinary part of daily life, the link between social comparison and self-presentation emerges as an important area to investigate. Furthermore, the role of personality in this association was aimed to explore. To investigate this relationship, the data collected from 558 university students were analysed. The participants completed the self-presentation

tactics scale, IOWA-Netherlands Social Comparison Orientation measure, social comparison frequency scale, HEXACO-PI-R, and demographics. The linear regression analyses supported the prediction that social comparison tendency and frequency would be highly associated with self-presentation ($\beta = .49$, $\beta = .39$, $ps < .001$, respectively). However, the moderation analyses conducted using the PROCESS macro of Hayes (2012) revealed that personality does not have a moderator role in the association between social comparison and self-presentation. The results indicate that social comparison might be an antecedent of self-presentation. Moreover, the fact that the personality traits did not moderate the association between these two constructs suggests that their association is impervious to the personality traits. The authenticity of the individuals might explain this strong association between these two constructs. As people are more authentic, they would be less focused on external information for self-evaluation and less willing to monitor the information they present to others than highly self-conscious individuals. The implications for SNS experiences and future directions will be discussed.

LINKING POSTTRAUMATIC STRESS, COGNITIVE DISTORTIONS, REFLECTIVE FUNCTION WITH MENTAL HEALTH AND ACADEMIC PERFORMANCE AMONG CHINESE UNIVERSITY STUDENTS

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It has been documented that university students with a past trauma experience can develop posttraumatic stress disorder (PTSD) along with psychiatric co-morbidity (e.g. Boyraz et al., 2015, 2016). According to emotional processing theory (Foa & Kozak, 1986), they can also develop a distorted self-schema (Briere, 2000) which mediated the impact of PTSD on psychiatric co-morbidity among Chinese university students (Fang & Chung, 2019). These studies, however, have not taken account of mentalizing capacity (Fonagy & Target, 2006) which can collapse as a result of a trauma and affect distress (Allen et al., 2012). Past trauma can also affect students' ability to regulate their effort to persist at academic tasks and complete study goals (e.g., Pintrich, 1991, 2004). However, whether trauma can affect self-efficacy in meeting academic demands remains to be investigated. Focusing on a group of Chinese university students, this study examined 1) the association between PTSD from past trauma, psychiatric co-morbidity and self-efficacy in academic performance, and 2) whether cognitive distortions and reflective function would mediate the impact of PTSD on

psychiatric co-morbidity and self-efficacy. 845 (F=534, M=311, mean age=18.52, SD=1.63) first year undergraduate students were recruited from a university in Hong Kong. They completed the Posttraumatic Stress Diagnostic Scale for DSM-5, General Health Questionnaire-28, Cognitive Distortion Scales, Reflective Function Questionnaire and the self-efficacy part of the Motivated Strategies for Learning Questionnaire. PTSD, cognitive distortions, and reflective function predicted psychiatric co-morbidity. Both cognitive distortions and reflective function mediated the impact of PTSD on psychiatric co-morbidity. However, PTSD did not predict self-efficacy in academic performance but distorted cognitions and reflective function did. PTSD from past trauma can influence students' mental health through negative views of themselves and their future, as well as restricted ability to perceive and interpret one's own behaviours and those of others as emanating from intentional mental states (e.g., needs, desires). These negative self-perception and restricted ability, as opposed to PTSD, also influenced students' confidence in meeting academic demands.

PSYCHOLOGICAL ASPECTS OF MENTORING THE GIFTED

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Mentorship is considered the most effective way for giftedness realization (E.P. Torrance, 1984; B. Bloom, 1985). According to H. Zuckerman (1983) half the Nobel laureates she studied had had another laureate as a mentor. Mentorship is widely used in the world gifted education (Australia, Germany, Turkey, UK, US). At present mentoring is coming back into educational system of Russia (eg, Resource Centre "Mentori"). This movement is quite natural due to officially accepted "inclusive approach" in our schools. Because of its introduction, teachers are busy with their daily obligations and cannot meet needs of all categories of students. They are not always able to discover students' interests, gifts nor provide the time and energy to develop them. In addition, teachers are not trained properly to adapt instruction to various levels of students' development. Under such conditions highly able students may not realize their potential at school because of: too simple learning materials; emotional problems; mismatch of their thinking, learning styles and instructional styles. Mentoring can help the gifted and potentially gifted to overcome limitations of unchallenging

environment. Taking into account the fact that the highly able are as varied as any other children, the purpose of our study was to find psychological factors essential for efficient mentorship programs. Method used: case study due to expressed individuality of the gifted. Aims for mentors were to encourage the gifted: to think independently and at a higher-level; to develop originality, initiative and self-direction. Results will be presented in detailed discussion of three cases to illustrate advantages and difficulties of mentorships for the gifted with different psychological characteristics: openness to the new, speed of information processing, stereotypes, learning styles. The gifted were from normal (not specialized) schools and enjoy only minimal individualization. When whole-class mixed-ability teaching is in practice, mentoring is necessary for all the gifted: potentially gifted from culturally disadvantaged homes, for those who are under incorrect gender expectations. Moreover, high achievers need mentors to develop a creative approach to their projects and to get rid of the pressure to be always perfect in their academic work.

THE PSYCHOLOGICAL WELL-BEING OF THE TEACHER IN CONNECTION WITH THE EDUCATIONAL AND ECONOMIC RATING OF THE SCHOOL

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The effectiveness of the educational space that “sets the system of social relations” (A.A. Popov) depends on both by the characteristics of the environment itself and by the characteristics of the subject included in this environment. The quality of interaction largely depends on the teacher, and not only on his professional activity and competence, but also on his psychological well-being. As a part of our study, we consider the educational environment of the school at the regional level while studying the relationship of economic and educational factors with indicators of the psychological well-being of the teacher. The theoretical basis was the research made by N. Bredburn describing psychological well-being through a subjective feeling of satisfaction/dissatisfaction with life. Taking into account the fact that psychological well-being is “a purely subjective phenomenon” (T.D. Shevelenkova, P.P. Fesenko), it is manifested in satisfaction with oneself and life in general and connected with the notion “quality of life” (T B. Johnson), the following methods were selected: 1) a questionnaire of behavior and experiences associated with the work of AVEM; 2) a

questionnaire WAQA-100. Two groups of municipal districts were allocated according to the criteria “maximum” expressed value upon the parameters “educational school rating” and “economic school rating”. There were studied two schools in each of the selected districts, 124 teachers in total. Teachers of both groups are characterized by high satisfaction with life and a sense of social support. The teachers from schools with a high educational rating have more connections. The desire for their professional growth is accompanied by a decrease in the number of personal relationships, restraint in emotions; significant energy costs increase fatigue, reduce sexual activity, the opportunity for rest; and only a growth of the distance to work increases vitality, self-esteem, gives a feeling of peace, happiness. The teachers from schools with a high economic rating have system-forming indicators BE, PS (striving for perfection), with their values increase there have been improved the working capacity, learning ability, and activity. 1 The study was carried out with the financial support of the Russian Foundation for Basic Research, project 17-29-02092 ofi_m.

MAPPING OUT AND COMPARING “DESIRED” AND “UNDESIRED” VALUES FROM AN EMIC PERSPECTIVE

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Mapping out values in different cultures and across cultures to understand differences and commonalities among individuals and (cross) cultural groups is long history in psychology. Values from different research traditions are defined and measured solely as “desirable end states” (“approach”) most of the time. For example, values are defined and measured as “desirable end states” in Schwartz’ value theory and value surveys. However, different psychological concepts which have been theoretically and empirically demonstrated to relate to values generally conceptualized as two distinct mechanism which generally labelled as “approach” vs “avoidance” (e.g., approach vs avoidance motivation, goals and regulatory focus). More importantly, cross-cultural studies have demonstrated that the approach and avoidance tendencies are also culture-bounded and affect how to assess cultural differences. For example, Schwartz and Bardi (2001) stated that, “people typically view values as desirable and values generally range from somewhat to very important”. Focusing on “positive” value generally creates “limited” variances across individual and culture which might lead some methodical “biases” to discover latent structure of values within and across cultures. Therefore, current

study is conducted to discover whether cultural value structure might be changed according to desired values vs undesired values are used. Also, the study used a value pool based which reflect both desired and undesired values on previous indigenous quantitative studies to reflect emic approach to investigate value structure. 100 graduate students were asked to classify 150 “desired” and 120 “undesirable” values according to similarity (content, meaning, etc.). Then, frequently used MDS approach with ALSCAL method used to map out values structures for desired and undesired values separately. Even though classification based on desired values showed some culture-specific structural patterns, most of dimensions resemble the universal individual-level value structures (e.g., Schwartz’ value dimension). For example, “tradition”, “conformity” and “security” value types were emerged and closely located at two-dimensional space. However, classification of “undesired values” was showed distinct patterns of structure which could not conceptualized as opposite direction of positive value orientation. The findings were discussed how adding “undesired” values into value survey to test value taxonomies and discover emic aspects of value dimension.

INTERNATIONALIZING UNDERGRADUATE PSYCHOLOGY- LESSONS FROM EIGHT YEARS OF TEACHING IN EUROPE

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The author will address opportunities and challenges for teaching psychology in international environments drawing on her own 8-year-long experience of teaching in two US institutions in two different European countries. The first institution is in Croatia and psychology is part of general education. Graduates receive both Croatian and US diplomas. The second institution is in Germany and graduates choose either a German or a US diploma. Among the challenges are differing expectations for competencies at bachelor-level study of psychology. European countries generally grant the title of psychologist at the completion of undergraduate study whereas in the US this step is inadequate for meaningful professional activity. However, the European curriculum is often more demanding than a typical US undergraduate program. This is a possible advantage for US students who wish to continue their graduate studies in the US. Consequently, one of the first challenges for programs aiming for dual-accreditation without the additional costs of running two parallel programs is curriculum design. This requires culture-specific knowledge of educational requirements and

regulations and occasionally involves conflicting pedagogical and assessment expectations. Increased diversity of students in the classroom is a major advantage of teaching internationally. At a unique, religiously affiliated college in Germany, between seven and 10 different nations may be represented in a typical undergraduate psychology course. Additionally, the student body includes a significant number of military veterans who were stationed in Germany and wish to continue living there. In Croatia, this diversity means that students whose countries were engaged in the wars of former Yugoslavia in the early 90s now sit in the same classroom. Finally, the author will critically discuss the problem of US-based textbooks and the overrepresentation of White, North American-based psychological knowledge. Geopolitically relevant instruction materials, extreme student diversity, and opportunities for innovative research either designed by or involving undergraduate students require a high level of multicultural competency on behalf of instructors, but also offer possibilities for increased formal and informal positive contacts across cultural groups.

IMPACT OF INCLUSIVE EDUCATION ON PEER RELATIONSHIPS OF STUDENTS WITH SPECIFIC LEARNING DISABILITY

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Students with Specific Learning Disability (SLD) may be vulnerable to discriminations and marginalization by virtue of being labeled as a student with disability. Thus it becomes important to know whether an inclusive educational setting, which is viewed as one of the media to bring about inclusion in the society at large, can provide some shield against it by nurturing better peer relationships. Therefore, the current study looked into peer relationships among students with and without SLD and compared them on the dimensions of total number of friends, total number of friends in school, total number of friends outside school and quality of friendship. There were three groups of participants [students with SLD studying in Special Schools (n= 72), students with SLD (n= 75) and students without SLD studying in Inclusive Schools (n= 75)] from two educational settings: Inclusive Schools and Special Schools. For the dimensions of number of friends, the participants were asked to mention the names of their friends, their age and the school that they went to. Friendship quality was measured using

Friendship Quality Questionnaire-Revised. Non parametric (Kruskal Wallis Test) and para metric (MANOVA) statistical tests were used for the analysis of data. The results revealed that compared to the other groups, students with SLD studying in Special Schools had the highest number of total friends, friends in school and also friends outside school, whereas, students with SLD studying in Inclusive Schools had the lowest number of total friends and friends in school. For friendship quality, there was significant difference among the three groups on the conflict and betrayal dimension, where students with SLD studying in Special Schools scored the least, while students with SLD studying in Inclusive Schools scored the highest. The homogeneity (in terms of academic difficulties) among the students in a special school and the sense of shared characteristics may have led to them having greater number of friends. The results also reflect the probability that students with SLD studying in Inclusive Schools are not as well accepted as would have been expected in an inclusive set up.



COMMUNITY BASED TOURISM FOR SMALL ISLANDS SUSTAINABLE DEVELOPMENT

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The increase of frequency of travels modified the sensibleness of the travelers that looks for more authenticity and a real experience with local communities. People living in small contexts as islands, are becoming part of the travel motivation and the hosting community is more related with the travel experience. In this way the relations between hosts and guest are part of a new concept of tourism presented in literature as relational tourism (Calderon, Ruggieri, 2011). This paradigm has a relevant attention for human relationships rather than travel industry services. It is a tourism of encounter (Grolleau, 1988) and sharing (Richards, 2013), where the tourist participates in the way of life of the local

community (Okazaki, 2008). In this paper we describe the changes of tourist demand and its impact, later to go into the business and local challenges that relational tourism faces to improve, and the efforts for island companies to follow these trends. The study highlights some implications for future studies on islands tourism and the consideration for the local community to reply to these new challenges. The possible answer is to emphasize the relational dynamics promoting a dynamic clustering of cooperation among local and tourist communities. (Wearing & McDonald, 2002; Prats & Guia, 2005; Haugland et al., 2011; Mancini et al. 2012).

EXPLORING NATURALISTIC CONCEPTIONS ABOUT MORALITY OF CHILDREN IN TURKEY

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Many studies in the area of moral psychology are predominated by theory-based research including WEIRD samples (Western, Educated, Intellectual, Rich and Democratic; see Henrich, Heine, & Norenzayan, 2010). However, we need to have more qualitative research that enable us to elaborate both underlying culture-specific factors which can affect moral reasoning and emotionality in developmental period for comprehending the deeds of developmental pattern of moral conceptualization. Thus, the purpose of this study is to explore naturalistic conceptions of morality in children with addressing cultural factors. Since Turkey has a relatively honour and collectivistic culture, there can be different underlying factors which can affect moral conceptualizations in daily life. To understand both how morality is conceptualized in children and how Turkish culture might contribute this conceptualization distinctly from Western cultural background, we used semi-

structured interviews which made us capable to have deeper knowledge about their daily narratives for morality. The study was conducted with 150 children (7-15 years) living in different cities in Turkey. Content analysis was applied to analyze the interview transcriptions (Klaus, 2004). The main conceptions of morality are as follows: Harm avoidance, care, sharing, respect, honesty, property, conform to (traditional) rules, cleanliness, tidiness and kindness. Results also demonstrate that most of the naturalistic conceptions about morality of children are relationally constructed among close friendships and family members. Results will be discussed within the framework of universal theories of morality such as Kohlberg's Moral Development Theory, Moral Foundations Theory, and relational-contextual theories of morality such as Shweder's Three Ethics of Morality and Relational Models Theory.

PSYCHOLOGICAL FEATURES OF PERSONS TAKING A DECISION TO BUY ONLINE

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Decision making is the process which determines all the spheres of a human life. Today this process is the subject matter of many branches of science and is quite profoundly studied. Nevertheless, the development of information technologies, including Internet-technologies, introduces new areas for the research of the process. The purpose of the research is to study psychological features of persons taking a decision to buy online. The theoretical grounds of the study are based on the works by Burnett P., Busemeyer J.R., Caruso D.R., Chumakova M.A., Ford S., Gardner H., Grigolava V.V., Gurova L.L., Hofstede G., Kahneman D., Karpov A.V., Kornilov S.A., Kornilova T.V., Krasavtseva Y.V., Lee M.D., Mann L., Mayer J.D., Morgenstern O., Neumann J., Radford M., Salovey P., Tversky A., Zhuravle, A.L., etc. The empirical part of the study includes such methods as questioning (a specially developed questionnaire), testing (Melbourne decision making questionnaire; Personal factors of decision-making; A new questionnaire of tolerance-intolerance to uncertainty, etc.) and statistical data processing. The sample consists of two groups. The basic group includes 45

people who have to buy online and at the same time have states of anxiety, fear, uncertainty, etc. The control group includes 36 people who feel pleasure and satisfaction buying online. The main results show that the respondents of the basic group have a less pronounced tendency to rationality and disposition to risk-taking; statistically-proved higher rates of defensive avoidance and hypervigilance, and lower levels of interpersonal intolerance to uncertainty and intuitive ability. Discussing the findings it is possible to conclude that people who have to buy online and experience anxiety, fear, uncertainty and other negative emotional states are inclined to postpone decision-making and try to avoid responsibility for their decisions. They exaggerate the complexity of their choice that, in its turn, increases the level of their negative emotional state. People who feel pleasure and satisfaction buying online are disposed towards novelty, changes and self-dependence. Making decisions they trust themselves, rely on their experience and feelings and are ready to choose more complicated tasks and act in untried ways.

THE DETERMINANTS OF SEXUAL SATISFACTION: AN INTEGRATIVE MODEL

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Numerous studies have identified factors influencing sexual satisfaction, showing the importance of individual and relational factors, as well as variables related to the social and cultural environment of individuals. Nevertheless, there is a lack of models combining the most important factors to explain sexual satisfaction. In that line, the main objective of the present study is to explore the relevance of each of these factors and their relationships in an integrative model. Four hundred and seventy-two individuals in marital relationship for at least 1 year participated in this study, including 333 females and 139 males. The characteristics of their couple relationship, their physical and emotional health, and the quality of their social relationships were assessed using self-report questionnaires. We used a PLS approach, which is based on a system of multiple and simple linear regressions

(Step 1). This model was compared based on the gender (Step 2). The model revealed that the quality of care and social support affected sexual satisfaction. This effect was mediated by emotional health which influences the quality of dyadic adjustment, which in its turn, influences sexual satisfaction. There were no direct links between these variables and sexual satisfaction. In particular, factors such as age and the presence of sexual disorders decreased sexual satisfaction while cultural factors such as religion had no impact. The comparison of the two gender models did not reveal any effects. This study provides a comprehensive model that combines important factors to better manage sexual problems in the couple. Sexual satisfaction is a major research issue to improve: the well-being of individuals and the quality and stability of the conjugal relationship.

STUDENTS' AND TEACHERS' ATTRIBUTIONS AND EMOTIONS FOR THE BETWEEN THEM INTERPERSONAL RELATIONSHIPS

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The interpersonal relationships between teachers and students have significant outcomes to both groups of them. Cognition and cognitive process are significant contributors in the development and quality of a such close relationship. More accurately, intuitive and attributional appraisals are two such constructs. Whether partners perceive their relationship as positive or negative, and which interpretations they make about the relationship influence their motivation, behavior and emotions. In addition, emotions are inherently experienced in close relationships, and they are significant formulators of future behavior. Accordantly, this study aimed to examine students' and teachers' attributions and emotions for the perceived quality of the between them interpersonal relationships, and the impact of attributions on emotions. The participants were 250 students, 7th, 8th and 9th grades, boys and girls, and 50 teachers of both genders. Students and teachers came from the same classes from 10 state schools from various regions from Greece. Data were collected at the half of the second school term of the total three terms, in order to be adequate time for the participants to form an impression about their

interpersonal relationships. The results from multivariate and univariate analyses between and within groups revealed that (a) students and teachers attributed their satisfactory interpersonal relationships mainly to the self, followed by self-other interactive- related factors, whereas each group attributed the unsatisfactory interpersonal relationships to the other, (b) the more good relationship both teachers and students perceived they had, the more intense the positive emotions, whereas the more negative relationship they perceived that they had, the more intense the negative emotions, (c) both intuitive and attributional appraisals of the relationship influenced the emotions, particularly in the perceived bad teacher-student relationship, and (d) the relative strength of the effect of the attributional dimensions on the emotions varied between the perceived good and bad interpersonal relationships, between the group of teachers and the group of students, and across the various emotions. The findings were discussed for their applications in enhancing students' and teachers' interpersonal relationships, via the intervention of reappraisal attribution- based programs.

TEENAGER'S TENDENCIES TO GADGET ADDICTION IN LEARNING ENVIRONMENTS WITH DIFFERENT ACCOUNTABILITY RATINGS

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Technologization of the society and uncontrolled use of digital devices are the main reasons for the gadget addiction. According to studies, 89% of teenagers use Internet and gadgets in a daily basis. Consequently, teenagers become more vulnerable to technological innovations (Soldatova, 2013). This kind of information pressure on a teenager's psyche leads to changes in his/her learning environment. The methodology of the study is based on the activity theory (Rubinshtein, 1946; Ananyev, 1967; Leontev, 1972) and its fundamental principle towards the unity of consciousness and activity. It is assumed that a high accountability rating (measured by the federal standardized exam) of learning environment is an indirect indicator of teenagers' involvement in educational activities. In this regard, the hypothesis of the study is as following: the tendency to gadget addiction appears in the groups of boys and girls differently in learning environment with a low accountability rating. The research sample consisted of N=178 teenagers aged from 12 to 15 of which 91 were boys and 87 – girls. Data sources included

demographic survey and the tendency for gadget addiction scale (Zinchenko, Tkhostov, 2016). Data analysis is performed using measures of descriptive statistics. The main results of the study indicate that there are no differences between samples with high and low accountability ratings of learning environments ($t = 1.97$; $p \leq 0.05$). The interrelation between the tendency for gadget addiction and gender ($r = 0.28$; $p \leq 0.05$) is set in addition with the lack of connections on this scale with high and low accountability ratings of learning environments. Low tendency for gadget addiction is set in the group of boys, and high tendency for gadget addiction is set both in the groups of boys and girls. Thus, the hypothesis of a study has confirmed partially; tendency for gadget addiction is not connected with the accountability rating of learning environment but has peculiarities with regard to the gender variable. This research was supported by Russian Foundation for Basic Research, Grant № 17-29-02092.

WHAT IS INTERNATIONAL PSYCHOLOGY AND WHY PARTICIPATE?

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The field of International Psychology (IP) is relatively new and encompasses a number of frameworks, including: cultural, cross-cultural and indigenous psychological paradigms. The Chicago School of Professional Psychology (TCSPP) developed this PhD and MA program in 2009 and 2012 respectively. The programs are each non-licensure with a research rather than clinical focus and it highlights distinct concentrations based on academic background: Trauma and Organizations and Systems for the PhD and an additional track of Environmental for the MA. The aims of the IP program can be conceptualized as a vision to which the discipline aspires, that is, the creation of a contextualized, internationally relevant, and responsive psychology. It encompasses: "Understanding challenging contemporary topics that are not geographically bound and which have a psychological dimension (cause, effect, mediation, moderation); designing contextualized, ethical, and socially responsible actions to address these challenges and support individual and social well-being" (Stevens & McGrath, 2017, p. 21). Students are required to conduct research outside of the borders of the United States (U.S.) and follow unique guidelines

that support cultural nuance for ethical and methodological design elements. With a specific Emic/Etic framework informing the research engaged in for the final deliverable of a dissertation, Berry et al., (2011) assists the researcher with positioning themselves from within or outside of a given cultural system. The projects require dual IRB consideration from both TCSPP and the host country affiliation or point of entry for data collection. The program supports a robust curriculum in research and included two out of country Field Experiences for the PhD and one for the MA. This program is being introduced to meet the conference goal of advancing psychological knowledge and practice and further supports ethical and environmental considerations. References Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A. & Sam, D. L. (2011). Cross-cultural psychology: Research and applications. (pp. 23-24). United Kingdom: Cambridge University Press. Stevens, M. J. & McGrath, B. (2017). A stand alone course on international psychology. In G. Rich, U. P. Gielen, and H. Takooshian (Eds.) Internationalizing the teaching of psychology, (pp. 23-38). Charlotte, NC: Information Age Publishing.

KNOWLEDGE OF AND ATTITUDE TOWARDS AIDS IN TURKISH UNIVERSITY STUDENTS

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The present study aimed to investigate the knowledge of and attitudes toward AIDS among Turkish university students. For this purpose, previously developed, and psychometrically tested 21 item AIDS knowledge scale and 17 item AIDS attitude scale were applied to 1403 university students who enrolled in five different universities in Izmir by using convenience sampling. Almost a fourth of the participants (63.1%) were female. The age range was changing between 17-54 with a mean and standard deviation of 20.94 ± 2.66 . Results showed that 39% of the sample had sexual experience and the mean age for the first sexual experience was 18 ± 2.32 . There was also a significant difference on gender in terms of having sexual experience or not. Almost all of the participants (98.4%) reported previously heard something about AIDS, 77.1% read something about it, however, just 3.6% reported knowing someone with AIDS. Only 43.4% of the participants had a higher level of knowledge about AIDS, whereas 46.6% had favorable

attitudes toward AIDS. Additionally, it was found that participants who were more knowledgeable about AIDS also had more positive attitudes toward it. In terms of the differences caused by age, gender, income and spiritual faith on knowledge and attitude, it was found that as the age increases the total knowledge and the scores of the factors of the knowledge scale increase as well. On the other hand, there was no relationship between age and attitude. Gender creates no significant difference on either total knowledge score or knowledge scale's factors. On the other hand, gender creates a significant difference in the total attitude score, and in the positive attitude towards contact with people with AIDS factor and on stigma factor which are all favor in females. Income also creates a significant difference on knowledge scale's protection factor. Lastly, the existence of a spiritual faith creates a significant difference on total AIDS knowledge score and knowledge scale's factors, total attitude scale and attitude scale's factors.

RELATIONSHIP COMMITMENT AND ROMANTIC ADVICE SEEKING: OWN AND OUTSIDER PERSPECTIVES

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The current research examined romantic advice seeking, an important communicative process operating between an individual involved in a romance and their social referents. Based on theory and past findings, we hypothesized that greater relationship commitment is associated with lower advice seeking. We examined (1) the hypothesized association between one's own commitment and romantic advice seeking, and (2) whether someone outside of the romance, when provided with commitment information about the involved intimates, would also respond regarding the intimates' advice seeking as predicted. In Study 1 (N=210), we tested the association between commitment and romantic advice seeking, as well as the hypothesized mediational roles of relationship conflict, problem solving efficacy, and disclosure about the romance, in this association. Results of two serial path analyses indicated that higher levels of commitment were associated with less perceived conflict in the relationship ($\beta = -.14, p < .001$) and more perceived efficacy in solving problems within the dyad ($\beta = .52, p < .001$), which, in turn,

was associated with less negative disclosure about the romance ($\beta = -.39$ and $-.34, p < .001$, with conflict and efficacy in the model, respectively) and lower likelihood of seeking advice ($\beta = .70$, and $.68, p < .01$, with conflict and efficacy in the model, respectively). In Study 2 (N=85), we tested experimentally the effect of perceiving commitment by an outsider on the perceived likelihood of one's seeking advice about relationship problems. Findings revealed that when an outsider reads about a hypothetical friend's romance described as highly committed, the outsider expected the friend to disclose more about positive aspects (M= 7.24, SD=1.28,) and less about negative aspects of their romance (M= 4.60, SD= 1.40), as compared to those who read about a friend's romance described as low in commitment (M=4.91 SD= 1.56; $F(1,81) = 51.31, p < .001$, partial eta squared=.39, and M=5.75 SD= 1.40; $F(1,81) = 15.37, p < .001$, partial eta squared=.16, for positive and negative disclosure, respectively). We did not find significant differences in expected likelihood of advice seeking from an outsider's perspective.

PERSONAL BARRIERS TO INNOVATIVE LEADERSHIP: STRUCTURAL ASPECTS OF MOTIVATION, LEADERSHIP STYLE, AND SOCIAL IDENTITY

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The high pace of innovative development of organizations demands effective training for innovation leaders. The training can be optimized by differentiating the groups based on the identification of the personality resources (Gryazeva-Dobshinskaya, Dmitrieva, Glukhova, 2010, and 2016) or the barriers as suggested in the study. Innovative leadership is perceived as a system phenomenon with the two sub-systems (activity aimed at changing and maintaining the functioning methods), which is confirmed in the studies of the balance of the sub-structures of motivational, creative and stylistic leadership characteristics that are personality resources (Gryazeva-Dobshinskaya, Dmitrieva, 2015). The purpose of the study is to expose structural grounds for differentiation of managers that enables for identification of specific personality features that act as barriers to innovative leadership. Design Sampling of the managers is differentiated into groups by the leadership styles, motivation of failure avoidance, and hope for success ratio. Based on the data of diagnostics of the leadership styles, achievement motivation and social identity, discriminant analysis, and factor analysis were performed in each group. Participants: 165 managers who deal with innovations projects. Methods Leadership

styles were diagnosed based on the MLQ by B. Bass, J. Avolio (Avolio, 2004) including the scales: Transformational Leadership and Transactional Leadership. Achievement motivation was diagnosed based on the TAT method by H. Heckhausen (Sobchik, 2002) that exposes motivation of the hope for success and motivation of the failure avoidance. Social identity of the subjects was diagnosed using the Role Relations Of Social Subjects With Creative Personalities method by V.G. Gryazeva-Dobshinskaya with co-authors (Gryazeva-Dobshinskaya et al., 2008) based on the psycho-semantic method by J. Kelly that exposes the structure of the social identity. Results Outcomes of the factor analysis have been analyzed by the sampling group options based on the structure of the achievement motivation and leadership styles. Barriers to the innovation leadership development, such as specifically weak social identity of I in the presence of high motivation of the failure avoidance, lack of integration of the social identity and transformational leadership, and others, have been identified. Identifying specific barriers to innovative leadership in managers allows for optimizing training through its differentiation.

THE FORMS OF SOCIAL SKILLS TRANSFER IN PARENT-CHILD RELATIONSHIPS

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The study was prepared with the financial support of the RFBR grant, project No. 18-013-00904. Family is the first agent of human socialization, in which parents promote some forms of children behavior and reject others. The TV, internet, literature are also existed in a field of parent control. Since 2014, we have conducted research on the social skills formation in intergenerational relationships. The aim of this presentation is to analyses a specific methods, which parents use for social and socio-psychological skills and abilities transmission. In general terms, social skills are the complex of ways that person uses in purposeful interaction with other people, which is based on the processes of social cognition and learning. The object of the study was the youth (N=93 people – 58 girls and 35 boys, average age of 25 years). The research method is a survey. The study was conducted in several stages. Our analyses was focused on parental preception. There are two channels of social skills transfer through parental preception: verbal and nonverbal. Moral norms, orders and rules are carried through verbal level.

Family orders are related to fundamental standards of life. They are more formalized and sanctioned. The rules expresses the specificity of family informal relations and relate to those aspects of behavior that are more or less desirable ("not be late for a meeting"). Non-verbally transmitted: a) specific operations and methods of performing actions and b) emotional expression. It is found that, mothers transmits a large proportion of social skills. Socio-psychological aspects of relationships predominates in the parental perception (60% of the total) and includes prudence, gentleness, the ability to see the good in a person, forgiveness. Basic communication skills are in the second place (27% – to be polite; to apologize). Third place consisted of self-control skills and self-knowledge (7%). The abilities to manage household life, to maintain family leisure activities, to manage finances and respect the boundaries of others are encouraged in family orders and rules. In this study, we considered in detail only the parental instructions as one of the many forms of social skills transmission.

ACCEPTANCE AND COMMITMENT THERAPY (ACT) IN THE MANAGEMENT OF ADVERSE EVENTS IN WOMEN DIAGNOSED WITH BREAST CANCER (BC)

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The quality of communication between healthcare professionals and cancer patients plays a significant role; this communication has to provide a lot of information related to the illness and to the management of adverse events of therapy, being also directed to assure the best options of care to the patients, should not produce difficulty of psychological nature that will influence the adhesion to the therapy and, in last analysis, the daily life of the patient. The present study by the purpose of examining the effect of Acceptance and Commitment Therapy' (ACT) on functional adaptation to the management of the adverse events of chemotherapy in women with breast cancer (BC). In this research available sampling method was used and among patients with BC admitted to Oncologia Medica Unit of 'A.O.U.V.E.P' of Catania and who had registered to participate in this research, 44 womens were selected and they were randomly divided to two groups: control (CG) and experiment (ACT) who received 1 ACT session of 2 h. Psychological (distress, illness cognition, cognitive fusion, avoidance and self-

compassion) and physical symptoms and quality of life (as related to health) were assessed at baseline, at midi, post chemotherapy cycle and follow-up at 3 months after the last treatment session. Linear mixed models were used to assess ACT session effects over time, and participant characteristics at baseline were tested as moderators of ACT effects. Results showed extended improvement for ACT group compared with usual care in both psychological of distress and physical symptoms ($P>0.001$). Mediation analysis indicate that the effects of treatment were mediated by cognitive avoidance. ACT may be considered to be an effective intervention approach for treatment of distress in women with breast cancer. It can be said that increasing in acceptance of thought and feeling associated with cancer and increasing in psychological flexibility that is the main goal of ACT has lead to these changes. Further work is needed to investigate the effectiveness in other oncology population as well as investigate potential characteristics which may interact wit this interventions.

EXPERIMENTAL RESEARCH INTO CONSCIOUS SELF-REGULATION IN FIRST-GRADERS WITH DEVELOPMENTAL DELAY

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The lack of conscious self-regulation plays a primary role in terms of a disorderal character in children with developmental delay (DD). The study aimed to analyze and systematize occurrences of conscious self-regulation in DD affected children's cognitive activity to provide scientific reasoning behind special educational conditions required for intentional development of self-regulation. 60 children aged 7-8 years were involved in the study, with 20 typically developing schoolchildren and 40 – with DD. Various conscious self-regulatory skills were studied: realization and understanding of activity tasks, determination and adherence to an activity program, acquiring and maintaining the learned actions, self-monitoring in the middle of the task and making a final self-assessment. The study's outcome analysis emphasizes the following efficacy indicators of self-regulation: work capacity fluctuations, skill automaticity readiness and transferring self-regulation skills to new conditions. Different types of support and their impacts on the efficacy of self-regulation also factored into the study. The practical methods used in the study are the «Dotting test», the «Visual pattern test», the «Toulouse-Pieron attention test». Methods of mathematical

statistics were applied to analyze the study outcome. The study identified and described four levels of conscious self-regulation development in cognitive activity of children with different learning capacities. According to the generalized analysis of the experimental study's outcome, the children of 7-8 years with DD proved to have a non-sufficient level of conscious self-regulation in cognitive activity and to differ from their typically developing age-mates in terms of conscious self-regulation development and skills. In group tasks, the DD first-graders were slower in the following actions: getting it together and deciding how to perform actions and the sequence of actions, self-monitoring in the middle of the task, making the final self-assessment and correcting their mistakes. Changing test conditions, providing help in activity performing significantly improved results. Special intervention programs that develop conscious self-regulation in activity and behavior of children with DD are required to realize children's cognitive and personal skills and abilities and to provide access to high-quality education. Intervention programs should be differentiated and provided according to the children's individually diagnosed level of conscious self-regulation.

THE TYPES OF COMPETITIVENESS STRATEGIES IN PROFESSIONAL ACTIVITY

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Human activity (professional and production-related) occurs within the context of explicit or implicit competition and proves to be more or less productive and creative. Competitiveness of personality is a complex, multidimensional construct. Operationalization and measurement of the competitiveness of personality without due regard for personal and situational interactions reduces the content of the notion. Competitiveness requires a high degree of personal energy, flexibility, intelligence, and creativity in regulating activity. However, enlarging the domain of psychological studies has necessitated the study of personality in the context of the natural social situations in which it functions. This structural and functional analysis allows expansion of the description of the phenomenology of the competitiveness of personality as well as classification of the strategies of competitive behavior. In this study competitive-behavior strategies (1,064 critical incidents in professional activities) were analyzed using the Critical Incident Technique and

thematic content analysis. To classify the data set, I used two-step cluster analysis as an exploratory method and analyzed the cross-tables of several categorical variables using the log-linear method of model selection. I applied the Solution Tree method for categorical variables to build a dependent-variable hierarchical model with the relevant predictor values. Through analysis of the results of the cluster analysis, the hierarchical model, and the functional and situational analysis of the context, it is possible to single out and validate three types of competitiveness strategies: the dependent, irrational, destructive, short-term strategy (quasi-competitiveness); the dependent, rational, constructive, short-term strategy; and the free, rational, constructive, long-term strategy. Study of the nature of competition and a subject's competitive-behavior strategies is required to analyze, predict, and correct destructive strategies for enhancing performance.

ENVIRONMENTALISM: AN ASSESSMENT OF RIGHT-WING AUTHORITARIANISM, ATTRIBUTIONAL COMPLEXITY AND SYSTEM JUSTIFICATION

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In this research, awareness of environmental problems and its relationships between variables of right-wing authoritarianism, attributional complexity and system justification has been examined. In addition, the mediator effects of attributional complexity and system justification in the relationship between the variables, awareness of environmental problems and right-wing authoritarianism, were tested through a mediation analysis. Also it was investigated that, whether the participants' level of awareness on environmental problems differed in terms of gender. 318 University students (207 female, 111 male) participated in the study. Demographic Information Form, Perceived Environmental Consequences Scale, Right-Wing Authoritarianism Scale, Attribution Complexity

Scale and System Justification Scale were used to collect data. Results of the research showed that while system justification negatively predicts environmentalism (awareness of environmental problems), on the other hand attributional complexity predicts it positively. Also mediation analysis indicated that, the relationship between environmentalism and right-wing authoritarianism was mediated by both attributional complexity and system justification. Furthermore, there was gender differences in the studied variables. In terms of gender difference it was found that, women demonstrated higher level of environmental awareness and attributional complexity than men while women's right-wing authoritarianism and system justification levels were lower than men's.

PECULIARITIES OF LIFE-SENSE ORIENTATIONS OF PERSONALITIES IN THE CONTEXT OF SELF-DETERMINATION IN ADOLESCENCE

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The present article considers the questions of semantic sphere of a person in youth in the context of professional and personal self-determination. The main emphasis is made on the study of the peculiarities of life-sense orientations of adolescent personality. Special attention is paid to the peculiarities of life-sense orientations of a person, their content and orientation at this stage of ontogenesis. The results of the empirical research of semantic sphere of personality are described. They are obtained with the usage of the technique "Value-based Orientation" by M. Rokich, the reflective self-report inventory "Who Am I?" by V. Muhina, the "Life-Sense Orientations" test by D. Leontiev, and statistical data processing. According to the results of the research, the author concludes that

the formation of life-sense orientations of adolescent personality has its own specific features depending on a number of influencing factors. They are as follows: involvement in professional activity, presence or absence of a partner and composition of parental family. The value of the analysis of peculiarities of life-sense orientations of adolescent personality is determined by the dramatic impact of this age stage on the formation of value system and worldview. It enables creating an internal autonomous system of personal landmarks and content of value-semantic sphere of personality. Personality develops and shapes an individual orientation of life path interacting with moral values and spiritual and social foundations.

WHICH FACTORS PREDICT ORTHOREXIA NERVOSA IN WOMEN? RESULTS FROM TWO INDEPENDENT STUDIES.

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Orthorexia nervosa is described as a fixation on health-conscious eating behaviours according to subjective criteria with overly care for one's health, obtrusive thoughts on being healthy, lack of flexibility in diet, long-term planning and negative impact of food choices on social interaction and quality of life. Although orthorexia nervosa was first described in the 90., so far, there is no clear understanding of its construct. The aim of the study was to determine which factors predict orthorexia nervosa in two independent studies (among non-clinical and clinical samples). The general predictors registered were eating behaviours, physical activity, eating disorder attitudes, body composition, as well as body-related behaviours. We hypothesize that orthorexia nervosa would be more likely to be predicted by restrictive eating behaviour and high level of health-related physical activity among non-clinical sample of young women. We next examined our hypothesis that higher levels of eating pathology and greater appearance orientation as well as weight concern would uniquely predict orthorexia nervosa among clinical sample (eating disorder female patients). One hundred twenty-five young women (non-

clinical sample) and 55 eating disorder female patients (clinical sample) aged 18-35 years participated in the research. The Eating Habits Questionnaire, the ORTO-15 test, the Three-Factor Eating Questionnaire, the International Physical Activity Questionnaire, the bioelectrical impedance analyzer, the Multidimensional Body-Self Relations Questionnaire and Eating Attitude Test were used in the present study. We used a structural equation model for predicting orthorexia nervosa. Our hypothesis have been confirmed partially among a non-clinical sample of young women. While, in a clinical sample of patients with eating disorder orthorexia nervosa was predicted by higher levels of eating pathology, higher cessation-related weight concern, higher level of investment in a physically healthy lifestyle and higher appearance orientation. Our findings broaden the current knowledge about orthorexia nervosa and its predictors. Further research of the psychological features and characteristics of this pathological eating behaviour might be necessary to provide information for more effective treatment interventions within non-clinical and clinical populations.

DRAMATHERAPY METHOD

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The presentation will be focused on the use of dramatherapy method with people with intellectual disabilities (in the school environment and in institutions for adults with mental disabilities). Drama therapy as a therapeutic method for people with drug addiction in a psychiatric hospital will also be discussed (five

years of experience from the Psychiatric Hospital Kromeriz – the Mandala community and from the psychiatric department of the Olomouc Military Hospital – Detox). The use of drama therapy in the preparation of students of special education as the method of personal-social training of students will be explained.

THE CONTINUITY OF DEPRESSIVE SYMPTOMS IN ADOLESCENTS, AND THE RELATIONSHIPS BETWEEN MINDFULNESS AND DEPRESSIVE SYMPTOMS

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It was reported that mindfulness increase the risk of development of depressive symptoms (Kuyken et al. 2012). However there are still limited number of study about this topic in adolescent population. The aim of this study is to investigate the persistence of depressive symptoms in three months in an adolescent population. The associations between depressive symptoms, mindfulness levels and behavioral problems will also be examined. 687 adolescents (52 % female, n=357) aged between 14 and 17 included in this study. Child depression inventory (CDI), Mindfulness attention awareness scale (MAAS), and strengths and difficulties questionnaire (SDQ) self report form were applied to participants. CDI were re-administered to participants after the first evaluation. Paired sample t test was used to compare CDI scores of the adolescents. Pearson-product moment correlation test was used to evaluate the correlation coefficients between the scales. Binary logistic regression analysis was used to determine the prediction power of mindfulness, age, gender, and behavioral problems on depression. The CDI scores did not differ significantly three months after the first

evaluation. CDI scores were negatively correlated with mindfulness, and positively correlated with emotional problems, inattention/hyperactivity problems, conduct problems and peer relation problems subscale scores of SDQ. Regression analysis revealed that low mindfulness and behavioral problems significantly predict depression. The results revealed that depressive symptoms do not decrease spontaneously after three months in adolescents. Nowadays, antidepressants are widely used in the treatment of adolescent depression (Mojtabai et al. 2016). We suggest that mindfulness practices may increase the treatment success in adolescents with depressive symptoms. The results also indicated that comorbid psychological and behavioral problems should not be overlooked to get better treatment outcomes. References 1) Kuyken W, Crane R, Dalgleish T. Does mindfulness based cognitive therapy prevent relapse of depression. *BMJ*. 2012 9;345:e7194 2) Mojtabai R, Olfson M, Han B. National Trends in the Prevalence and Treatment of Depression in Adolescents and Young Adults. *Pediatrics*. 2016; 138(6). pii: e20161878

THE EYE-TRACKING STUDY OF READING IN GRADES 2 AND 3 IN RUSSIAN

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In recent decades the eye tracking methodology was actively used in studies of the structure and development of reading skills. A significant number of studies have observed the development of reading comprehension, investigated the changes in reading strategies, and traced existing strategies of reading and their relationship with the level of cognitive functioning of children. The dynamics of development of reading technical skills are mostly studied using children reading in different languages, but there is a lack of studies, which analyze reading in Russian on early stages of development of this skill. The objectives of our study were to assess the differences in eye movements for silent reading in Russian for students in the second and third grades. In a total 78 second grade students and 66 third grade students participated in the study. We recorded eye-movements of children during they read sentences from a corpus specifically developed for reading studies in the Russian language. In addition we assessed their reading skill by independent test ("Reading of

regular and irregular words") and their cognitive abilities by neuropsychological battery. The primary general analyses of eye movements showed that eye movements during reading do not differ in second and third grades due to the variability of state of reading skill. We separated children with relatively good development of reading skills in both grades. The comparison of these groups showed that third-graders make fewer fixations when reading, and the total fixation duration is significantly less compared to second-graders. The results allow to conclude that development of the skill leads to optimization of eye movements from second to third grade. The comparison of eye-tracking data showed that number and duration of fixations strongly correlate with the productivity and speed of reading of both regular and irregular words. In addition we reveal the correlation between characteristics of eye movements and state of executive functions, functions of visuo-spatial information processing and functions of regulation of activation.

DYADIC COPING AND PSYCHOLOGICAL WELL-BEING IN THE DYAD OF PARTNERS WITH DISABILITIES

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The study was supported by RFBR, project 18-313-00243. The stressfulness of life in marriage today raises the issue of couple coping. The framework of my research in dyadic coping is grounded in the works of G. Bodenmann, T.L. Kryukova, E.V. Kuftyak. To study dyadic coping in the dyad of partners with disabilities. Test scales, projective techniques, interview(s). Target group: 15 couples, where one of the partners has a disability (mainly disorders of the musculoskeletal system), while the other is disability-free (M = 36.5 years old). Delegated coping is salient in couples with typical development, rather than among partners with disabilities (U = 23.5; p = 0.045). Significant differences have also been found on the health status scale: there is a high degree of satisfaction (U = 29 with p = 0.047) among partners with regulatory development (M = 15.89; SD = 2.67) compared with disabled partners (M = 15, 89; SD

= 2.67). The cohesion of a couple for partners with disabilities is determined by communication under stress (R = 0.95; R² = 0.89, β = 0.44; p = 0.002) and personal delegated coping (R = 0.95; R² = 0.89, β = 0.73; p = 0.00004). Adaptability of the dyad depends on communicative input of partners in stressed condition (R = 0.79; R² = 0.63, β = 0.79; p = 0.001). At the same time, for partners with typical development, cohesiveness of the couple is affected by the negative coping of one of the partners (R = 0.94; R² = 0.87, β = 0.86; p = 0.01), total dyadic coping (R = 0.94; R² = 0.87, β = -1.36; p = 0.006) and its estimate (R = 0.94; R² = 0.87, β = 2.13; p = 0.002). Thus, cohesion and adaptation of the dyad are regulated by a variety of strategies of dyadic coping. There also seem to be significant differences in the preferences of dyadic coping strategies in couples with one disabled partner.

TRAINING AS A METHOD OF REDUCING THE MISINFORMATION EFFECT

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The aim of the study was to test the effectiveness of two methods of reducing the misinformation effect, which occurs when exposure to misleading information presented after an event distorts the memory for that event. The tested were warning against misinformation and the new method, namely the training on unreliability of human memory including familiarizing participants with the specificity of memory functioning and typical memory errors. 556 people (mean age: 17.63, SD = 2) participated in the experiment. The three-step standard procedure on misinformation effect was used. The experimental design was: 2 (misinformation: present vs. absent) x 2 (training: present vs. absent) x 2 (warning: present vs. absent). Participants watched a video, then were presented with the description of the film, which in misled group contained incorrect details. Afterwards they took part in the training – depending on the group – on memory failure or soft skills. Finally, participants completed the memory test regarding the film, which in the warned group was preceded by information about possible discrepancies between the film and its

summary. A series of planned comparisons were performed. Misled participants were more prone to misinformation than non-misled ones: ($F(1, 540) = 94.38$; $p < 0.001$; $\eta^2 = 0.15$). Training turned out to be an effective method of reducing susceptibility to misinformation ($F(1, 540) = 9.77$; $p = 0.002$; $\eta^2 = 0.02$) as well as warning: ($F(1, 540) = 28.64$; $p < 0.001$; $\eta^2 = 0.05$). The so-called tainted truth effect, i.e. the poorer functioning of the memory of people who have been warned about nonexciting discrepancies, was observed: ($F(1, 540) = 23.11$; $p < 0.001$; $\eta^2 = 0.04$). Not only the warning, but also the training reduces prone to misinformation. This is particularly important in view of the existence of the tainted truth effect that may affect a witness who has not been exposed to misinformation but has been warned against of it. The main advantage of using training is that it reduces the unwanted side effect of the warning, which can result in improved eyewitness testimony. Second study confirmed the effectiveness of training in a shortened version.

SEXUALITY IN CANCER PATIENTS: A STUDY ON FEMALE SEXUAL DYSFUNCTIONS IN WOMEN WITH BREAST CANCER

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Breast cancer (BC) is the most common cancer among women. The diagnosis and treatments of BC negatively affect quality of life (QoL) and sexual functioning (SF). Cancer treatments, including surgery, chemotherapy, radiotherapy and hormone therapy, can directly affect body image, disrupt relationship closeness and sexuality. The beauty of the breast is an important aspect to femininity, self estimate and self confidence in women. Sexuality appear less important than the short and long-term adverse effects of treatment in cancer patients. Sexual Dysfunction is when at least one aspect of sexual response cycle does not function properly. It may be libido, arousal or orgasm that is involved. The purpose of the present study was to assess to determine the QoL levels of patients with BC during chemotherapy (A) and follow-up (B) and to find out the problems that affect their QoL and SF. The data were collected using the '36-Item Short Form Health Survey' (SF-36), a set of

generic, coherent, and easily administered quality-of-life measures and the 'Female Sexual Function Index' (FSFI) a multidimensional scale for assessment of sexual functioning . Overall QOL for this sample (N=135) was moderate and treatment procedures caused important problems that had a negative effect on physical, psychological, social aspects of QoL. In addition, the main causes of sexual dysfunctions were in group A lack of arousal (2.33) and lubrication (2.42) while in group B lack of sexual desire (2.62) and arousal (2.35). The real impact of psychological aspects of therapy on female sexual functions should be prospectively studied. Evaluation of the above variables in BC women is actually the only way to allow them to face a relevant aspect of their QoL, most of the times neglected both by health professionals and themselves too. Importance of data will suggest hospital institutions to consider sexual it as a key point in cancer rehabilitation.

EMOTION-RELATED CONTENTS IN CHILDREN'S STORYBOOKS: AN EXAMINATION OF BESTSELLERS IN CHINA AND THE UNITED STATES

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Children's storybooks serve as a powerful educational and socialization tool in various domains of development, through which culturally valued behavioral and socioemotional tendencies are transmitted to the young generation. This study focused on emotion-related contents in bestselling children's storybooks in China, a prototypically collectivistic culture, and the US, a prototypically individualistic culture, to examine potential cultural variations in emotion socialization (i.e., the process that children learn about their emotion functions through interaction with a variety of socialization agents). Texts of 38 books in China and 42 books in the US were analyzed by three trained coders (one Chinese coding Chinese books, one American coding American books, and one bilingual coding all books). Coding units were subject-verb and verb-object propositions. Compared with American books, first, Chinese books contained a smaller proportion of positive (e.g., happiness; China:41.89%vs.US:54.11%) versus negative emotions (e.g., sadness; China:58.11%vs.US:45.89%), $\chi^2=10.41$, $p<0.001$; moreover, Chinese books contained a smaller proportion of powerful (e.g., anger; China:26.79%vs.US: 44.39%) versus powerless negative emotions (e.g., sadness; China:73.21%vs.US:55.61%), $\chi^2=12.12$, $p <0.001$. Second, Chinese books contained a smaller

proportion of self-attributions (e.g., I am sad; China:15.71%vs.US:31.08%) versus other-attributions of emotions (e.g., you are sad; China:84.29%vs. US:31.08%), $\chi^2=21.546$, $p<0.001$. Third, Chinese books contained a smaller proportion of incidents in which emotions resulted from personal (e.g., winning a prize or making a mistake; China:15.71%vs.US:31.08%) versus social events (e.g., being visited by a friend or being scolded by an adult; China:80.77%vs.US:56.95%), $\chi^2=36.25$, $p<0.001$. Fourth, Chinese books contained a smaller proportion of incidents of supportive reactions to others' negative emotions (e.g., "What's wrong, Pete?", China:53.49%vs.US:80.95%, $\chi^2=7.63$, $p<0.001$) but a greater proportion of incidents of teaching reactions (e.g., "If you lose your turn in a game, you shouldn't throw a fit", China:41.86%vs.US:14.29%, $\chi^2=8.23$, $p<0.001$), while Chinese and American books both contained small proportions of incidents of unsupportive reactions (e.g., "Mom just stands there and watches Kiki cry"; China:4.65% vs.US:4.76%). The findings suggest that social harmony and group goals (vs. personal well-being and individuality) are still relatively more emphasized in emotion socialization in contemporary China than in the US, consistent with prior cross-cultural research on emotion socialization and emotion functions.

EMOTIONAL MEMORY CONSOLIDATION ACROSS THREE AGE GROUPS: THE EFFECTS OF TESTING TIME, ENCODING TYPE AND EMOTIONAL DIMENSIONS

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Individuals are more likely to recognize emotional words than neutral words in an immediate testing. On the other hand, memory for emotional words may also be enhanced in a delayed testing due to memory consolidation process. In this regard, the effect of testing time on memory for emotional words require further investigation. Moreover, relatively little is known about the effects of two major dimensions of emotion (valence and arousal) and the effect of encoding type (intentional and incidental) on consolidation process across age groups. The present study examined how the emotional memory consolidation process would be altered by the encoding type and the emotional dimensions in a recognition experiment that tested memory either immediately or delayed (30-minute delay) for young, middle-aged and older adults. 313 volunteers participated: 130 young adults (mean age, 21.83 years, 66 F), 104 middle-aged adults (mean age, 51.92 years, 54 F), and 79 older adults (mean age, 74.83 years, 43 F). In the study session, the emotional words were presented on a computer screen. While the participants in the intentional encoding condition were asked to

learn words, the participants in the incidental encoding condition were told to simply count vowels. After either immediately or 30 minutes of retention interval, memory was assessed with an old/new recognition task. A 3 (Age) x 2 (Testing time) x 2 (Encoding type) x 2 (Arousal) x 3 (Valence) mixed ANOVA was conducted. The results showed that young adults recognized more accurately compared with middle-aged and older adults. The differences for immediate and delayed testing were significant; the pattern varied in all age groups. Memory for valence and arousal levels of words also showed a significant effect. Moreover, the words encoded incidentally were recognized better in middle-age and older adults, but not in young adults. It was demonstrated that the delayed testing of emotional words was more effective for memory consolidation. The older participants recognized better when they were tested over a delay, especially for incidentally encoded words. This study highlights the importance of incidental encoding, by which memory for emotional words was enhanced in older adults.

DEVELOPING SKILLS OF EFFECTIVE BEHAVIOR IN CONFLICT SITUATIONS IN PARENT-CHILD RELATIONSHIPS DURING ONLINE PRACTICUM

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Problems of aggressiveness in parent-child relationship are increasingly becoming the subject of scientific research in Russia. Spreading information about the dangers of such methods of influencing child's behavior as slaps, shouts, and threats, as well as spreading ideas of humane and personal approach to raising children, forces parents to reconsider their methods of child rearing. Using the Internet as a psychological counselor in matters of parent-child relationships has virtually become the norm of modern society. However, with an abundance of videos, webinars and online courses aimed at correcting relationships between parents and children, we've observed lack of online courses enabling to work out relevant skills. An online practical course developed by us was tested on 27 female participants aged from 30 to 42 years old, with one to three children. It combines an individual (online platform lessons) and group (webinars lead by a psychologist) approach and allows each participant to work on their personal stories. The course comprises four successive

stages 1) analysis of current situation (tests, questionnaires, diary of observations), 2) description of a problem situation including thoughts, feelings, and actions of both parties of the conflict situation (as full as possible), 3) lessons with practical tasks (which outcomes are checked by the curator and guidance on how to achieve the best possible results are provided) 4) description of an ideal situation (elaborated by participants using initial description as a starting point and the instruments they've got at the previous stages). Participants who have fulfilled the main tasks of the course regard it as being efficient and positively influencing family relationships. 17 participants reported a decrease in the level of aggression in the family and reduction of conflict situations as the result of 5 practical lessons and of keeping a diary. We consider the possibility to use the acquired experience on a larger scale, i.e. to expand target audience, trainers and coaches and to introduce other topics.

THE INFLUENCE OF WEIGHT ON THE PERCEIVED AGE OF A PERSON

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The "perceived age" of a person is his or her age attributed by another person in the process of perceiving one's appearance. The works of researchers demonstrated that the perceived age (not chronological) mediates the processes of interpersonal communication and interaction (Ballard et al., 2005; Kotter-Grühn, 2012). The rapidly developing market of medical and aesthetic services for rejuvenation of appearance responds to the request of the modern people to look younger than their years. Scientists speak of "years saved" (Zimm et al., 2013), on "ageing resistance" (Ballard et al., 2005), on "ageing management" (Bennett et al., 2017). In contemporary studies (Uotinen et al., 2005; Christensen et al., 2009) it is shown that the perceived age of a person is directly related to his or her biological age and predicts the risk of one's death. At the same time, the influence of weight on the perceived age has not been studied, which is what our study is devoted to. The study involved 94 people. At the first stage, 30 women aged 18 to 49 years who attended weight loss courses were photographed before and after

weight loss. 36 persons aged 20 to 51 years (24 women and 12 men) who did not attend special weight loss courses were photographed also. Information was obtained about the height, weight, body mass index of respondents. Further, 96 photos in a random order, was submitted to 28 evaluators (ordinary people ranging in age from 22 to 45 years) to estimate the age of the study participants. Wilcoxon and Mann-Whitney criteria were applied to the obtained data. Conclusions: 1) women who have undergone weight loss courses, began to look younger than they looked before weight loss; 2) the results of weight loss in women vary depending on their attitude to their appearance, social needs and parameters of psychological well-being; 3) men and women who do not attend weight loss courses look younger or older than their years, depending on their weight and body mass index (those who look younger have less weight and index). This study is conducted in the frameworks of research project № 17-18-01260 supported by Russian Science Foundation.

VIDEO GAME AND CHILDREN WITH MOTOR AND LITERACY DIFFICULTIES: THE EXAMPLE OF A NEW FRENCH VIDEO GAME FOR CLASSROOM TRAINING

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The goal of this talk is first to briefly synthesize studies on the impact of the practice of serious game and video games on literacy development. The majority of serious games for the learning of written language have not been scientifically validated (except GrahoGame, Saine et al, 2010). Video games are part of our daily lives, and in recent years, studies have shown the role of video games on executive functions. Several researches have shown that the practice of "action video games" has an impact on attention, spatial cognition or perception skills (Bediou et al., 2017). Regarding literacy, some studies (mainly research by Franceschini et al., 2013; 2017) have shown that the practice of video games has an impact on reading skills for children with dyslexia. This effect could result from an increase in attentional skills. In a second part, we will present our own video game on touchpad (under development). First, the goal of this video game is to help with the detection of students with a developmental coordination

disorders and with reading disabilities. The second goal is to improve the level in literacy of students with learning disabilities. Our game consists of 9 mini-games for training motor coordination, rhythm skill and visual-spatial planning. One hundred and seventy grade 3 students participated in a first validation of the game by playing all the mini-games over several sessions. The objective of this study was to validate the ability to identify learning difficulties through the results of the different mini-games. The level of literacy was assessed through reading and writing tests. The results showed that it is possible to identify students with difficulties in learning written language but also motor coordination. More specifically, the visuo-spatial planning training mini-games were good indicators of learning disabilities. This study showed that the use of a video game in the classroom can be a useful tool to help teachers identify school-related difficulties.

EMOTIONAL ATTITUDE TO YOUR APPEARANCE AND APPEARANCE OF THE SPOUSE: ANALYSIS OF RELATIONSHIPS WITH THE RELATIONSHIP OF SPOUSES TO THEMSELVES, OTHERS, THE WORLD

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The study was carried out within the framework of the socio-psychological approach to the interpretation of the physical appearance, its assessments and self-assessments (V. Labunskaya, 2017). The study analyzes the relationship of emotional, partially unconscious attitude to one's physical appearance (PA) and to PA of a partner with basic social and psychological needs (inclusion, control, affect), with the attitude to oneself, to others (partner, mother/father, children), to important phenomena and concepts (family, marriage, love, freedom, money, divorce), with the types of interpersonal relationships between married men and women. The empirical object of the study: 104 people-52 couples (married life varied from 5 months to 30 years). Age of respondents: 19-59 years. Research methods: 1) Method of "assessment and meaningful interpretation of oneself PA and its conformity to gender and age constructs" (V. A. Labunskaya); 2) Colour test of relations (A. M. Etkind); 3) Methods of diagnostics of interpersonal relationships (T. Leary in the adaptation of L. N. Sobchik);

4) Questionnaire of interpersonal relations (W. Schutz, adapted by A. A. Rukavishnikov). Spearman correlation analysis was applied to the obtained data of the samples of men and women. The results of the study: 1) in men and women the emotional attitude to their PA is closely related to the attitude to themselves; emotional attitude to the spouse is associated with the attitude to him or her; 2) in women, the assessment of their PA is directly related to the emotional attitude to their PA; in men, the assessments of their PA (face, physique, integral assessment) are not related to their PA, but with the attitude to PA of their spouses; 3) only in women were found some relationships to their PA and PA of their partners with the types of interpersonal relationships; 4) women's attitude to their PA is associated with the need for inclusion, men's – with the need for love; 5) men who emotionally reject their mothers are dissatisfied with the appearance of their wives. This study is conducted in the frameworks of research project № 17-18-01260 supported by Russian Science Foundation.

RELATIONSHIP BETWEEN AUTHORITARIANISM, NATIONALISM, ETHNIC DISTANCE AND ACCEPTANCE OF ANTI-DEMOCRATIC ATTITUDES

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Acceptance of certain anti-democratic attitudes and values, acceptance of nationalistic views, and manifesting the ethnic distance towards different ethnic minorities is thought to be connected to a specific structure of the personality of the individual. Individuals with authoritarian worldview often manifest a tendency to obey the authorities and groups. It is thought that there is a connection between authoritarianism and acceptance of anti-democratic attitudes. Also the acceptance of a system of views and values, which include attitudes towards their national affiliation and attitudes towards members of other ethnic groups, can be influenced by a socio-economic and cultural factors, but also by the individual factors, such as a particular structure of personality, which Adorno et al. call authoritarianism. In this paper, we explored the relationship between authoritarianism as a dimension of personality, level of national attachment among Macedonians and Albanians, ethnic distance towards different ethnic groups who live in Macedonia and the acceptance of anti-democratic attitudes. The survey was conducted on 240 respondents, high school students. Authoritarianism is measured by F-scale, constructed by Adorno, the national attachment is measured with the Scale of

Havelka and Rot. We used the Scale for measuring of social distance constructed by N. Rot, and the Scale for measuring attitudes towards human rights, constructed by Popovski & Trajkovski. The results of the survey indicate the existence of a negative correlation between authoritarianism and attitude to human rights ($r = -0,36$, $p < 0,01$), we speak of the thesis that the respondents whose authoritarianism is more pronounced, are more inclined toward accepting the anti-democratic attitudes. Also authoritarian personalities are more prone to accept nationalistic views and to demonstrate the greater ethnic distance from others. We found statistically significant correlation between authoritarianism and exclusive national attachment ($r = .43$, $p < .01$) and between authoritarianism and prominent national attachment ($r = .34$, $p < .01$). Regarding the ethnic distance, 44.23% of respondents manifested strong ethnic distance, a very strong 16.38%, and 26% average level of ethnic distance. The highest level of ethnic distance among Macedonians is towards Albanians, and also Albanians manifest the highest level of ethnic distance towards Macedonians. Also we found significant correlation between nationalism and ethnic distance ($r = .45$, $p < .01$).

PSYCHOLOGICAL RESILIENCE AND DEPRESSION AMONG PRISONERS: THE MEDIATING EFFECT OF PERCEIVED SOCIAL SUPPORT

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Statistical data pointed out that the number of people who commit a crime and entering prison is increasing day by day (TUIK, 2018). This situation has required the examination and improvement of the psychological conditions of the people entering the prisons. Past researches indicated that depression is often seen as a psychological disorder among prisoners (Fazel ve Danesh, 2002). Recent studies were reported the meaningful relations between depression and psychological resilience (Haase, 2004). The present study was conducted to find the mediating effect of perceived social support between resilience and depression in prisoners. Participants were 494 prisoners at different type of prisons from İzmir, Turkey. A cross-sectional questionnaire design was used. Questionnaire measures of psychological resilience, depression, perceived social support, and demographic form

were administered. Pearson's correlation and mediation analyses were carried out to test research hypothesis. Initial correlation analysis results indicated that greater psychological resilience level significantly associated with less depression level and greater perceived mindfulness and less perceived social support. Mediation model showed that relationship between psychological resilience and depression was significantly mediated by perceived social support. According to this result, it was emphasized that perceived social support was crucial role for prisoners' psychological health, relation with resilience and depression. The implication of the result was discussed with suggesting possible protective factors. It was expected that this study will contribute to literature and practice with improving the adaptive strategies to adverse effects of prison life.

LEARNING STRATEGIES IN SECONDARY EDUCATION: A STUDY ABOUT THE VARIATION IN THEIR DEVELOPMENTAL LEVEL FOR SPANISH STUDENTS

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In recent years learning strategies have become one of the topics that aroused great interest among scholars in the field of educational psychology. This interest has determined them to conduct researches focused on exploring their impact on the academic achievement, the learning of a second language and their link with the teaching style. Nonetheless, less attention has been paid to other aspects that can explain their development during secondary education. This study aims to know if the use level of the learning strategies varies according to the grade, gender and the type of school that students attend. Therefore we applied a Learning Strategies Questionnaire to a total of 355 secondary students (185 boys, 170 girls) of the first (n= 157) and fourth grade (n=198) from six schools with different ownership –public, private and State subsidised– in Lugo (Spain). Our results reveal that students have an adequate level of learning strategies. Notwithstanding, first graders show a higher global competence of their use than fourth graders ($p<.001$). Concretely, the first ones obtain higher levels in the scales of motivation ($p<.001$), attitude

($p<.05$), thought formulation ($p<.001$), transference ($p<.001$), critical thinking ($p<.001$), reflexion ($p<.01$), planning ($p<.001$) and evaluation ($p<.05$). On the other hand, male students reflect better emotional control than female ($p<.001$). In contrast, female students show a better level of organization ($p<.001$) and evaluation ($p<.01$). Lastly, students in public schools show a lower general competence level in the use of their learning strategies than their counterparts in State subsidised ($p<.01$) and private schools ($p<.05$). We can conclude that secondary students' learning strategies worsen as they advance in their academic path. These data indicate that teachers not only rethink their pedagogical practices, but they also review the didactical materials employed in their classes; mainly in public schools. Besides, it would be convenient to carry out concrete actions in order to improve the learning strategies, e.g. through workshops on study techniques. In this case, the person in charge bears in mind that students, according to their gender, have different necessities and should conduct personalized actions taking into account their particular gaps.

FOCUS GROUP INTERVIEWS ON EXPERIENCES OF PREGNANT WOMEN WHO CONCEIVED VIA ASSISTED REPRODUCTIVE TECHNIQUES

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Infertility and involuntary childlessness are among the most devastating and stressful situations in patients' life. The literature revealed that the negative effects of previous experiences could be proceeded regardless of achieving pregnancy. In Turkish literature, the findings about this subject are scarce; both qualitative and quantitative studies are necessary (Boz et al., 2018). Based on this knowledge, this study started out with the research question of "What are the experiences of pregnant women who conceived via assisted reproductive techniques (ART)?" With this aim, two focus group interviews were conducted. The participants were eight pregnant women conceived via ART. Their ages ranged between 28 and 37. Each session took approximately two hours and a semi-structured interview was used. The analysis was done through thematic analysis. Results revealed that the women's feeling related to infertility was organized under the superordinate theme named as feeling like an "empty can" on the basis of a metaphor used by one participant. This feeling contained all the participants' infertility related experiences within itself because they felt "empty" due to their childlessness. This

superordinate theme was divided into three subordinate themes, namely, idealization of life with children, intense negative emotions including feeling aggrieved and feeling alone and misunderstood, and maladaptive coping strategies including social withdrawal, faith or confusion, and masking weaknesses. In the groups, all the participants idealized a life with children and this was their biggest motivation. This led them to have intense negative emotions during infertility. Under the heading of negative emotions, five women (62.5%) felt aggrieved, seven women (87.5%) felt alone and misunderstood by their social circle. As a way of coping, five women (62.5%) used social withdrawal, four women (50%) had faith in pray, three women (37.5%) chose abandonment of religiousness, and all the participants masked their weaknesses and pretend to be strong. The results were consistent with the previous findings that infertile women feel "inadequate" (Domar et al., 2012), have an idealized family life (Cooper-Hilbert, 1998), have negative emotions, isolate themselves from society (e.g., Domar et al., 2012; Glover, McLellan, & Weaver, 2009) and use religious beliefs (Latifnejad Roudsari et al., 2014).

TOLERANCE FOR UNCERTAINTY, COPINGS AND PERSONALITY TRAITS OF PHYSICIANS AT DIFFERENT STAGES OF PROFESSIONAL DEVELOPMENT

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The studies of the uncertainty and risk acceptance role in medical decisions are limited. The united intellectual and personal potential of a person concept lays grounds for research of medical decisions prerequisites and the role of uncertainty and risk acceptance in them. A quasi-experimental comparison of students and professionals allows us to conclude indirectly about the development of physicians in their profession. The participants. 419 people (332 women, average age 25.3, SD = 11.7): 59 practicing doctors (35 women, average age 41, SD = 12.8), 130 medical students (92 women, average age 19.1, SD = 1.6); control group: 43 realtors (36 women, average age 45.7, SD = 9.4), 187 psychology students (169 women, average age 19.8, SD = 1.3). Realtors are chosen as a control group, as their profession implies other risks. Badner's Questionnaire (Kornilova, Chumakova, 2014), Personal factors of decision making (LFR, Kornilova, 2003), Melbourne Decision Questionnaire (Kornilov, 2013). Using Student's t-test for independent samples, significant differences were established. Medical students differ from practicing doctors in risk

readiness ($t = -4.754$, $p < .001$, higher among students), vigilance ($t = 2.015$, $p = .046$, higher among doctors), hyper-vigilance ($t = -4.212$, $p < .001$, higher among students). Medics differ from the control group in intolerance to uncertainty (ITU, $t = 2.059$, $p = .040$, higher among medics), procrastination ($t = -3.819$, $p < .001$, lower among medics). Differences between combined groups of students and professionals are found in rationality (-2.313 , $p = .021$, higher among professionals), tolerance for uncertainty (TU, 2.216 , $p = .029$, higher among students), supervigilance ($t = 4.961$, $p < .001$, higher among students). The results allow us to speak about the principles of development in the profession. Comparison with the control group lays ground for conclusions about the specifics of the medical professions. The development of TU and rationality are not specific for physicians (who have initially higher ITU and characterized by decrease of risk readiness. The development of a medic implies reducing of unproductive copings in favor of vigilance, and at the same time reducing risk preparedness. Completed with the support of the RFBR, project 17-06-00130a.

THE IMAGE OF THE CLIENT IN THE REPRESENTATIONS OF NOVICE COUNSELING PSYCHOLOGISTS – MEMBERS OF THE TUTOR’S GROUP AT THE SPBU PSYCHOLOGICAL CLINIC

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Most modern approaches to the training of counseling psychologists are based on the skills training. Much less attention is paid to the process of consultants personal changes and experiences, such works are still quite rare. Wagner and Hill [Wagner, Hill, 2015] showed that consultants undergo cognitive, emotional and personal transformation in the training process. Our previous study [Zinovyeva, Salitova, 2018] showed that the first stage in the dynamics of the experience of a novice specialist is associated with comparing the image of himself with the image of an ideal specialist. The consultant describes himself as negative, and the internal image of an ideal specialist as always positive. Gradually, self-assessment statements become less categorical, polar comparisons no longer occur, the self-image becomes more realistic. Finally, the image of the 'internal specialist' gives way to the image of the 'client'. The purpose of this research was to study the developing of the client's image among novice counseling psychologists. Methods: narrative analysis of reflexive diaries. There were analyzed 240 diaries of tutor's group participants organized at the

SPbU Psychological Clinic. The client's image in the representation of novice counseling psychologists undergoes a transformation. Initially this image is blurred and undefined, the consultants focuses on analyzing their own feelings about counseling situation and actions to resolve clients request. Gradually, the client's image is formed into one of three patterns: 1) "resisting client", unpredictable and insecure; 2) "fragile client", which can be wounded by any word, action, interpretation; 3) "ideal client", who willingly speaks and changes after the any intervention. Finally, the client's image becomes detailed and filled with real characteristics that reflect personal characteristics. Consultants begin to see the person before them. At the same time, consultants rather answer the question "who is this person for me", than "what kind of person is in front of me" and don't apply theoretical knowledge to describe the personality. So, the gradual formation of the client's image is the second stage of the consultant's professional development of personality. As in the first stage, there is a transformation from the inner representations to more realistic ideas.

METHODS OF ART-PEDAGOGICAL INFLUENCE ON EMOTIONAL INTELLIGENCE OF CHILDREN IN EDUCATIONAL ENVIRONMENT

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The method of art-pedagogical influence allows you to develop and adjust: the ability to recognize and control your feelings; the ability to understand and accept your feelings; the ability to use your emotions for the benefit of yourself and others, to recognize and recognize the feelings of others, to imagine yourself in their place (for example, empathy); the ability to communicate with children, adults (parents, teachers). The longitudinal study was conducted on the basis of preschool organization for 4 years. The sample consisted of 20 families with one and two children aged five years. The method of art pedagogy included game therapy, art therapy and psychogymnastics, including training to improve parent-child relationships, creating a favorable atmosphere in the group (11 classes with a set of exercises), various developmental individual classes for children, consultations for parents. Psychodiagnostics: conversation, observation of child-parent relationships, individual observation of children and in the group, the questionnaire of parental attitudes, the test "strategy of family education", drawing tests, anxiety test. In 30% of the

surveyed families there is a moral and physical abuse of the child, including by one parent or by older children; in 40% of cases the parents are divorced or unmarried, but nevertheless both are involved in the upbringing of children; 30% of children are underdeveloped. In the transforming experiment 60% of children, 45% of them-within 1-3 years, of them 22.2 % – within three years. 80% of children revealed anxiety and problems with communication, behavior. There is a significant relationship between the indicators of anxiety in the child and the style of education in the family, the relationship of the parent to the child. Systematic work both with children and together simultaneous work with parents allows to reveal the most vulnerable sides of manifestation of emotion from both sides. Joint execution of exercises, modeling, drawing, elements of applied art allow expressing feelings both in the process of work, and at the time of obtaining the result and its evaluation. The experience of joint experiences has a positive impact on the construction of communication in the future.

DEVELOPMENT OF COGNITIVE BEHAVIORAL THERAPY BASED INTERVENTION FOR DEMENTIA CAREGIVER: A STUDY PROTOCOL

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Caregiving for dementia patients has negative effects on the psychological health and decreases the quality of life of caregivers, and also causes stress and burden on caregivers (e.g. Cuijpers, 2005). The fact that the caregiving process is stressful and affects the caregiver's psychological health increase the importance of psychological interventions for caregivers of dementia patients. Studies related to interventions for caregivers of dementia patients showed that cognitive behavioral therapy (CBT) was found to have the strongest support (Gallagher-Thompson & Coon, 2007). In the light of the literature, this study aims to develop CBT based intervention for dementia caregiver, and intervention will be derived primarily from the works of Beck and Stress Process Model (Pearlin et al., 1990). This study is planned to consist of two parts. In the first part, literature review, expert consultation and pilot study will be conducted. In the second part, the developed manual will be tested with 25 participants who give care to the patients with moderate dementia. Participants

will receive 12 sessions CBT based intervention. Outcome measures will be stress, burden, psychological symptom, depression, and quality of life. Measurements taken before and after intervention will be compared using t-test. It is expected that participants' stress, depression, psychological symptoms and burden levels will decrease and their quality of life will increase. The compelling nature of caregiving increases the importance of interventions. While such an intervention is necessary in terms of the stress, quality of life, burden and psychological health of caregivers, such interventions are needed to improve the quality of caregiving, as chronic stress on dementia patient reduces the ability to provide optimal care (Chamine, Fonareva, & Oken, 2014). In addition, although many CBT-based interventions have been developed for caregivers of dementia patients in the literature, the lack of such a study in Turkey draws attention. It is thought that such a study will contribute to literature and will provide a basis for future studies which will be done in Turkey.

AUTOMATIC VS. CONTROLLED ACTIVATION OF RACIAL BEHAVIOR: THE ROLE OF IMPLICIT RACE-RELATED STEREOTYPES

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In light of solid data derived from research on implicit social cognition, any previously encountered information or experience can potentially exert influence on future encoding as well as on performance in an array of cognitive tasks, at the absence of conscious and/or intentional recollection of relevant knowledge structures. In the present study, a group of white Caucasian college students (N=90, m=48, mean age=21.93; SD= 2.87) performed a computerized version of Asch's classical perceptual task, while being exposed to three versions of subliminally presented non-verbal material involving race-related stereotypes. Results indicated that race had a significant effect (2-way ANOVA analysis: $F[2, 84] = 38.55, p < .001$, partial $\eta^2 = .0479$ and ANCOVA analysis: $F[1,83] = 4.61, p = .035$, partial

$\eta^2 = .053$) on automatic racial behavior based on observational ratings. The latter was reflected on the scores derived from a widely-used racism scale (Pearson correlation: $r(89) = .206, p = .026$) but was unrelated to one other measure of controlled behavior for self-rated hostility. Such findings confirm previous research documenting the role of implicit racial attitudes on automatic racial behavior as well as the variable effect of type of processing (automatic vs. controlled) on stereotypical thinking in a laboratory context. It is suggested that implicit racial stereotypes may constitute abstract schemas which can potentially impact social behavior in real life settings, outside conscious awareness, and that such behavior could also be explained through race-specific beliefs.

THE ROLE OF PERSONAL FACTORS IN APPLYING OF MORAL DISENGAGEMENT MECHANISMS IN ADOLESCENCE

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The modern world provides various forms of moral dilemmas in real-life situations. Adolescence as self-determination period pushes teenagers to moral challenges that lead to different outcomes including potential deviant behavior. Adolescents socialization is realized in global informational society that is characterized by high level of social uncertainty and contradictory system of social norms and values when huge information flow increase the possibility to confront deviant behavior. Own deviant behavior have to be interpreted and mechanisms of moral disengagement of own actions can be used to justify yourself and to save self-esteem for themselves and social environment (A.Bandura). Activation of moral disengagement mechanisms correlates with personal features that provide the perception and interpretation of social relations. Our goal was to investigate the role of personal factors and moral development in applying of moral disengagement mechanisms to justify deviant behavior. We proposed that basic assumptions, autonomy

type and level of moral development define the specifics of moral disengagement mechanism use. Our method included written examination of adolescents. Several questionnaires were used: moral disengagement mechanisms and moral judgments measurements, autonomy technique, basic assumption technique. The data consists of 120 adolescents aged from 14 to 17 years old. The results showed adolescents preferences in applying of mechanisms of moral disengagement. The level of moral judgments correlated with applying mechanism of moral disengagement. Personal factors define the intensity and choice of mechanism of moral disengagement. Different types of autonomy have nonlinear correlations with use of mechanisms of moral disengagement. The perception of the world as unfriendly and non-controlled correlates with active use of mechanisms of moral disengagements. The study was supported by the Russian Foundation for Basic Research under the project 19-013-00823.

IDENTIFYING MULTIDIMENSIONAL EXTENDED PSYCHOSIS PHENOTYPES AT SCHOOL

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The main goal of the present study was to explore the latent structure of multidimensional psychosis liability in school settings. Moreover, associations with mental health adjustment, academic achievement, and neurocognition across the latent profiles were compared. Participants were 1506 students, 667 males (44.3%), derived from random cluster sampling of 34 schools and 98 classrooms. The mean age was 16.5 years (SD = 1.36, Range=14-19 years). Various tools were used to measure mental health, academic performance, and neurocognition. Based on schizotypal traits, psychotic-like experiences, and bipolar-like experiences, four latent classes were found ("protective", "healthy", "high positive psychosis liability", "high psychosis liability"). Both of the high psychosis liability latent groups scored significantly higher on emotional and behavioral

problems, suicide ideation and attempts, and negative affect, and lower on positive affect and subjective well-being, compared to the two non-risk groups. Moreover, these liability groups had a significantly higher number of failed academic subjects compared to the non-risk groups. In addition, no statistically significant differences in efficiency performance were found in the neurocognitive domains (Executive Function, Episodic Memory, Complex Cognition, and Social Cognition) across the four latent profiles. This study allows us to improve the early identification of adolescents at risk of serious mental disorder in educational settings in order to reduce the incidence and burden associated with these kinds of mental health problems and help affected young people to succeed academically, socially, behaviorally, and emotionally.

THE BURNOUT SYNDROME DIAGNOSTIC USING EYE TRACKING

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The burnout syndrome includes three distinct states in which people feel emotional exhaustion, display a detached attitude towards others and experience a low sense of their efficacy at work. One of the most known methods of burnout syndrome evaluation is the Maslach Burnout Inventory (MBI). MBI consists of three scales – emotional exhaustion (EE), depersonalization (DEP) and reduced personal accomplishment (RPA). The aim of this study was to develop a new method of burnout syndrome diagnostic in athletes using the eye tracking. 34 professional figure skaters (ice dancers) with experience in skating of more than 10 years participated in this research. According to their results providing by MBI figure skaters were divided into 3 groups: persons with great values of RPA, persons with great values of DEP and persons with low burnout level (NORM). The experiment session involved 30 presentations of the texts with different meanings (positive, negative, neutral). Eye movements were recorded binocularly (SMI RED 120; 120 Hz) while participants visually explored a text for grammatical error detection.

Two-way ANOVA with repeated measures revealed the significant differences in eye movement parameters between groups of participants. Fixation count and fixation duration were significantly lower in RPA group while they observed positive texts ($F=3,843$, $p=0,032$) in comparison to other groups. At the same time these eye movement parameters were significantly higher in NORM group for negative texts. RPA and DEP groups also paid more attention to negative words. Thus the results showed that figure skaters suffering from burnout syndrome are tended to avoid parts of the texts related to negative fragments of their professional activity. The motivational sphere impairment is suggested to be a reason of such avoidance behavior. Eye-tracking data as a behavioral indicator was in consistent with questionnaire results. Therefore the developed method may be considered as an objective burnout syndrome diagnostic procedure. The research was supported by the grant from Russian Foundation of Basic Research, project # 19-013-00799

MEDIATORS BETWEEN POSTTRAUMATIC GROWTH AND DISCLOSURE IN MARMARA EARTHQUAKE: THE ROLE OF SOCIAL SUPPORT AND POSITIVE AFFECT

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The concept of posttraumatic growth is defined as a positive psychological change as a result of struggle with stressful life events. Considering Turkey's frequent encounter with natural disasters, studying both short and long-term consequences of earthquakes is a matter of uttermost importance. This study was conducted in order to examine the effects of Marmara Earthquake on local residents 16 years after the event. Within the scope of this study, the effect of social support, positive affect and disclosing about trauma on PTG was investigated. In the scope of this study a total of 187 people (100 women, 87 men) who have witnessed Marmara Earthquake and who still live in the region, aged between 33 and 58 were reached out. Participants were recruited by snowball sampling method. Participants completed Demographic Information Form, Posttraumatic Growth Scale, Multidimensional Perceived Social Support, Traumatic Experience/Earthquake Experience Scale, Positive Negative Affect Scale and Level of Disclosure of Trauma. In this study, a mediation analysis was conducted via using Process model

with 5000 bootstrapping samples along with updated mediation procedures (Hayes, 2018). The results showed that disclosing about trauma mediated the relationship between the perceived social support and posttraumatic growth. In addition, positive affect mediated the relationship between the perceived social support and PTG. It was found that the participants showed moderate levels of PTG. Although there was no significant difference in the total score of PTG compared to gender, it was found that women showed higher level personal strength component of PTG than men. In addition, it has been observed that the severity of the traumatic event is negatively related with PTG. The relationship of between disclosing of trauma and PTG was found. In line with this finding, this information can be provided in psychosocial education. In psychosocial treatments, appropriate conditions can be established for the person to express himself / herself. If the person does not want to talk about trauma, it might be appropriate to specify other ways to express himself / herself (typing, etc.).

SKIN COLOR PERCEPTION AND SELF-CONSCIOUSNESS IN YOUNG CHILDREN: A STUDY IN TWO FRENCH PRESCHOOLS

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Researchers generally agree that babies (from 0,3) perceive color much before being able to name it (around 4,5). Gérard, Bilinski and Dugas (1989) have found that children are able to recognize and categorize colors from 3,5 years old. In the USA, social psychologists have long been interested in the perception of skin-color in children (black vs white), while in Europe, most experiments (mostly in cognitive science) have focused on objects' color perception (blue, red, yellow and green). Yet, in France, in terms of skin-color, there is a majority group (whites) and minority groups (different skin-colors from light to dark brown). In America, authors have shown the effects of skin-colors in terms of racial attitudes (Kowalski, 2003 ; Williams, Boswell and Best, 1975) and concluded that children with darker skin-color have lower self-esteem (Rosenberg and Simmons, 1970). According to Piaget (1932), a child comes to discover himself through a progressive comparison of his own body with other people's bodies, starting from his parents and peers. Thus, our study aims to assess young children's skin-color perception

and its consequences. The methodology was based on directive interviews and a material composed of different photographs. The children, aged from 3 to 6, went to two different schools: a white majority school located in the country side (N= 51) and a diverse school located in a suburban neighborhood (N=35). Children were asked "which color are you?", "which color is he or her?", had to categorize pictures (4 women, 4 men, 4 children from 4 ethnical groups – Arabic, Asian, European and African) and answer to questions about skin-color and babies. The results show that children in the predominantly white school acquire a knowledge of their own and other children's skin-color later than children who live and attend school in a diverse environment. It also shows that, even when they are from mixed couples, children have difficulties to imagine that a white or black woman can have a baby with a man who does not have the same skin-color. In light of these findings, we discuss the impact of skin-color differences among adopted children.

COMPARISON OF SOCIAL SUPPORT PERCEPTIONS OF CAREGIVERS OF CANCER AND DEMENTIA PATIENTS

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Cancer and dementia are two of those diseases that require care. Caring for the patients with such diseases is challenging for caregivers and is associated with many psychological health outcomes (e.g. Coope et al., 1995; Vanderwerker et al., 2005). Of all caregivers, the ones giving care to dementia patients were found to be affected more negatively than others by the caregiving process (Pinquart & Sörensen, 2003). Thus, it seems to be important to examine the underlying factors of this difference. Perception of social support, which is one of the protective factors in terms of psychological health, might be one of those factors responsible for the difference mentioned above. Therefore, the purpose of this study is to compare social support perceptions of dementia and cancer caregivers. 210 caregivers, 99 of whom were caring for dementia patients and 111 of them were giving care to cancer patients, participated in the study. Participants completed demographic information form and Multidimensional Scale of Perceived Social Support. Independent samples t-test was used

for the analysis of the study. Caregivers of dementia patients and caregivers of cancer patients did not differ in terms of their perceptions of social support. When social support perceived from different sources were examined, significant differences were found between two groups. Caregivers of dementia patients perceived higher support than caregivers of cancer patients from their families and friends, while caregivers of cancer patients perceived more support from significant others. Since the caregiving process has detrimental effects on caregivers, it is important to determine the factors that may protect these individuals from negative psychological outcomes. For this aim, the levels of perceived social support of the cancer and dementia caregivers were compared. While participants did not differ in terms of their total perceived social support scores, they did differ on their scores of perceived social support from different sources. It can be suggested that less support perceived from significant others might put the caregivers of dementia patients into the risk of negative psychological outcomes.

ASSOCIATIONS BETWEEN PERCEIVED POSITIVE AND NEGATIVE PARENTAL CONTACT AND ADOLESCENTS' INTERGROUP CONTACT EXPERIENCES

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While consequences of direct intergroup experiences on intergroup attitudes and behaviors among children have been frequently studied in the literature, less research is devoted to the understanding of predictors of intergroup contact in childhood and adolescence. Moreover, studies have not yet revealed how both positive and negative contact among children and adolescents are formed in the light of parental positive and negative intergroup contact. This study aimed to examine the association between perceived parental positive and negative contact and adolescents' own positive and negative contact experiences and tested various affective, cognitive, and behavioral mechanisms as mediators: perspective-taking, intergroup anxiety, outgroup attitudes, and approach behavioral tendencies. A total of 325 7th and 8th Year Turkish students completed questionnaires in classrooms ($M_{age} = 13.46$, $SD = .75$), including measures of self-reported child and parental positive and negative intergroup contact, outgroup perspective-taking and intergroup anxiety, as well as attitudes and behavioral

tendencies towards outgroup members. Structural equation models were used to test the mediational associations. Results demonstrated that perceived negative parental contact was directly and strongly associated with negative, but not positive, adolescent contact, whereas parental positive contact had a direct positive association with adolescent positive contact. We further found that perceived parental positive contact was related to higher perspective-taking and lower intergroup anxiety which promoted approach behavioral tendencies which was, in turn, related to more positive and less negative contact among adolescents. Findings provide important knowledge about how perceived parental intergroup contact is translated into children's contact experiences. Implications of the findings are discussed in the context of the role of parents on shaping children's intergroup behaviors and perceived intergroup contact valence. The study highlights the critical function of parental positive and negative contact on the formation of adolescents' contact behaviors.

RECEPTION OF POETRY AFFECTS CREATIVE THINKING: IT INCREASES OR DECREASES CREATIVITY DEPENDING ON THE TYPE OF POETIC METAPHORS

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There are several studies that have examined how humans produce metaphors (Paivio, 1979; Chiappe, 2007), but little is known about metaphor comprehension, especially within the context of poetry. Moreover, most psychological research on poetry has focused on the influence of text structure (i.e., rhythm, rhymes) on emotional reception of poems (e.g., Lerdahl, 2001; Obermeier et al., 2013). Previous research has also examined the relationship between poetic training and creativity (e.g., Andonovska-Trajkovska, 2008; Baer, 1996). However, our research focuses on the influence of poems as creative products that may affect receivers' levels of creative thinking. Poetry reception can involve readiness to notice similarities between remote categories, which can be a crucial ability in generating creative ideas. Thus, poetry comprehension can change readers' creativity. This influence, however, likely depends on the type of poetry received. We hypothesized that recipients' reception of novel and open metaphors results in more flexible and original thinking, whereas reception of conventional, well known, and closed metaphors results in less flexible and less creative problem-solving. In two

experimental studies, participants were assigned to two conditions: poetry reading and non-poetic text reading. Participants read poems (Study 1 = narrative/open metaphors; Study 2 = descriptive/conventional metaphors) or control pieces of non-poetic text. Before and after the reading manipulation, participants were given a test to determine levels of divergent thinking (i.e., fluency, flexibility, originality). In Study 1 (N = 107), participants showed increased fluency and flexibility after reading a narrative poem, while participants who read the non-poetic text showed a decrease in fluency and originality. In Study 2 (N = 131) reception of conventional, closed metaphorization significantly lowered fluency and flexibility of thinking (compared to reading non-poetic text). The most critical finding was that poetry exposure could either increase or decrease creativity level depending on the type of poetic metaphors and style of poetic narration. Our presentation would contribute a new perspective on exposure to poetry in the context of creativity and discusses possible individual differences that may affect how this type of art is received.

PSYCHOLOGICAL WELLBEING AND DIFFICULTIES OF ADOLESCENTS INVOLVED IN DIFFERENT TYPES OF SCHOOL BULLYING

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A considerable number of Russian and international studies are dedicated to various psychological aspects of bullying among adolescents. Associations with specific types of bullying (psychological, social and physical) are less reported. The goal of current study is to estimate factors of wellbeing and difficulties for victims and bullies of psychological, social and physical types of abuse through complex survey. Study sample consisted of 724 adolescents of 11-18 age. Wellbeing parameters were assessed with Psychological Wellbeing Scale by C. Ryff (54-item version). Mental health difficulties were assessed with Strengths and Difficulties Questionnaire by R. Goodman. Bullying behavior was revealed with Bully/Victim Questionnaire by D. Olweus. Results showed that there were more bullies among boys for all three types of bullying. For victims, there were more boys than girls for psychological and social bullying. Considering international reports, this may reflect some national sample specifics. Victims of all forms of abuse lack environmental mastery and self-

acceptance, and have more difficulties in emotional and peer domain, than other children. Survivors of physical bullying are also less able to build positive relations with others. Victims of social bullying are lower on goal orientation and have hyperactivity/inattention problems. Victims of psychological bullying face emotional, behavioral, hyperactivity and peer-related difficulties, and have deficiency in all wellbeing parameters. All bullies have lower scores for purpose in life. Bullies with physical aggression type showed less prosocial behavior, and are also characterized by less environmental mastery and self-acceptance. Aggressors in social bullying have difficulties with peers and are less oriented for personal growth. Those who utilize psychological bullying, have discipline difficulties, lack self-acceptance and environmental mastery. Results suggest that although there are some commonalities, physical, psychological or social type of bullying targets different wellbeing domains.

VALUES AND SEMANTIC BASES OF LIFE SITUATION CHANGES

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In modern psychology generally accepted the idea of the changing context challenges that become a source of change, requiring the individual to adopt new strategies of interaction with the world. One acts as an active subject of changes in one's own life and self-changes. The basis of life choice is the person's awareness of the importance of the existing life situation, his interests and opportunities, the requirements of the situation and the consequences of the choice. The most important basis for the realization of life choice is the system of values and meanings. The aim of the study was to identify the value-semantic basis of preferences of school graduates entering a nonresident University and moving to another city. 257 respondents (M=17.44 years). 110 first-year students, who left their hometown ("mobile" group); 147 first-year students, who remained in their hometown ("non-mobile" group). Purpose-in-Life Test of J.Crumbaugh and L.Maholic (adapted by D.Leontiev); values inventory of S. Schwartz; survey. The findings indicate differences between the groups. For "mobile" group the values relating to openness to changes

are more meaningful. The value of "Stimulation" (the desire for novelty) occupies the 4th rank place in the "mobile" group and the 9-th rank place – in the "non-mobile" group. The values of conservation – "Conformity" ($p=0.001$), "Security" ($p=0.012$), "Tradition" ($p=0.009$) – are statistically significantly higher for the "non-mobile" group. The overall level and all indicators of meaningfulness of life in the "mobile" group is higher than in the "non-mobile" group ($p<0.001$). The increase in indicators of life meaningfulness in the "mobile" group entails in identification of new meanings and search of new opportunities. This can be the basis for preference changes in the life situation. In the "non-mobile" group the usual situation is more attractive, which keeps from changes. In the "mobile" group the future time perspective is more attractive due to the hopes associated with it that encourages changes. Thus, when making a decision to change the life situation, the system of values and meanings is more significant than behavioral readiness for changes. Supported by RFBR project 18-013-00703.

THE EFFECT OF PARENTAL PSYCHOLOGICAL CONTROL ON BULIMIA NERVOSA SYMPTOMS: THE MEDIATION EFFECTS OF ANGER AND LONELINESS

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The aim of this study was to investigate the relationship between perceived parental psychological control and the symptoms of bulimia nervosa, as well as to investigate the mediation effects of anger and loneliness on these variables. The sample comprised 740 students from Adnan Menderes University, Aydın. Psychological Control Scale, Edinburgh Bulimic Investigatory Test, UCLA Loneliness Scale and Trait Anger and Anger Expression Scales were administered to participants. Data were analyzed by stepwise multiple regression analysis and Sobel test. Results showed that an increase in perceived parental psychological control was associated with an increase in symptoms of

bulimia nervosa. Stepwise multiple regression analyses revealed that the level of experienced anger, suppression of anger, psychological control perceived from the mother and the feeling of loneliness predict the severity of bulimia nervosa symptoms. In the mediation model, perceived psychological control from the mother predicted bulimia nervosa symptoms through two different mediating variables: firstly, higher levels of perceived maternal psychological control predicted feelings of loneliness and symptoms of bulimia nervosa. Secondly, perceived maternal control predicted in turn suppression of anger and bulimia nervosa symptoms.

THE CORRELATION BETWEEN STRESS-RESISTANCE RESOURCES AND HARDINESS COMPONENTS OF TEACHERS WORKING UNDER STRESS

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The actual study was aimed to reveal the correlation between stress-resistance resources and hardiness components of teachers working under stress. The research was conducted in teachers working under long-term innovation stress related to branch specific reforms and new forms of inclusive education practical usage implementation (N=41). The assessment methods included the hardiness survey, the job stress survey (JSS), the coping questionnaire (SACS), the checklist designed to get data about coping means. The results revealed the correlation between components of hardiness, job stressors assessment, typical coping behavior models and functional state self-regulation means of teachers. The results shown that: (1) engagement as a component of hardiness is negatively related to implementation of contradictory job requirements ($r=-0,317$; $p=0,043$) and to conflicts with other organizational departments ($r=-0,449$; $p=0,003$) as intensely assessed stressors; (2) control as a component of hardiness is negatively related to implementation of new and unknown tasks necessity ($r=-0,396$; $p=0,01$), to contradiction between tasks and professional functions ($r=-0,339$; $p=0,03$), to conflicts with other organizational departments ($r=-0,384$; $p=0,013$); (3) risk taking as a component of hardiness is

negatively related to implementation of unpleasant and contradictory duties ($r=-0,539$; $p=0,00$), to insults and personal affronts ($r=-0,405$; $p=0,009$), to proper management absence ($r=-0,409$; $p=0,008$) and to conflicts with other organizational departments ($r=-0,372$; $p=0,016$). The overall hardiness level negatively correlates with implementation of unpleasant and contradictory duties ($r=-0,406$; $p=0,008$), with crises situation coping ($r=-0,309$; $p=0,05$) and conflicts with other organizational departments ($r=0,426$; $p=0,005$). In other words, if the influence of these job stress factors increases, risk of hardiness level reduction will appear. The overall hardiness level ($r=0,383$; $p=0,013$) and all its components correlate with prosocial coping behaviour like social contact finding (engagement, $r=0,354$; $p=0,034$; control, $r=0,333$; $p=0,034$; risk taking, $r=0,312$; $p=0,047$). The overall hardiness level is negatively related to resource-intensive means of functional state self-regulation such as volitional effort. The data confirm: teachers with different hardiness level apply fundamentally different stress-resistance resources. These results allow to elaborate differentiated training programs for teachers targeted for: development of effective stress-resistance resources and maintaining work performance prolonged high level.

EMOTIONS AND PREDICTION IN A CASINO GAME: THE PILOT STUDY

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Anticipatory emotions, consisting of cognitive and affective components, play a role in decision-making, especially when the predicted outcome of an event is either validated or invalidated, prompting an affective response (Miceli, Castelfranchi, 2015). The aim of this study was to examine relations between anticipatory emotions, predictions, affective reactions and personality traits in the context of risky decision-making. 119 undergraduate students and adults participated in this pilot study, aged 17 to 50 ($m=23.61$), 81% women. The following questionnaires were employed: Personal Decision-Making Factors (Kornilova, 2003); Impulsiveness Scale (Eysenck et al., 1985); and the Subjective Risk Intelligence Scale (Craparo et al., 2018). A new experimental decision-making task was introduced: Emotions and Prediction In a Casino game (EPIC). Participants were given a roulette representation of a risky choice and asked to predict the outcome as well as to rate their emotions before and after the game using the Self-Assessment Manikin (Bradley, Lang, 1994). In a low-risk scenario (7/8 chances to win) anticipatory pleasure was significantly negatively correlated with the result prediction (-.298). In a riskier scenario (6/8 chances to win) anticipatory arousal was negatively correlated with the

pleasure emotion (-.326) and vice versa (-.265). A higher result prediction was linked to a lower pleasure reaction (-.437). In all scenarios, pleasure (.492), arousal (.590) and dominance (.551) before and after the result were positively correlated. Impulsiveness was significantly negatively correlated with reactive pleasure (-.499) in a low-risk roulette scenario, and positively related to anticipatory pleasure (.449) in a no-risk scenario. Empathy was negatively related to anticipatory (-.361) and reactive arousal (-.358). Emotional stress vulnerability and negative attitude toward uncertainty were both negatively correlated with anticipatory and reactive arousal and dominance, in low-risk and no-risk scenarios. Rationality was positively associated with outcome prediction (.356) and reactive arousal (.343). Risk readiness correlated positively with anticipatory pleasure (.380) and negatively with anticipatory arousal (-.367). Higher anticipatory pleasure associated with lower result expectations and significant correlations between anticipatory and reactive emotions suggest a strong link between cognitive and affective components in risky decision-making. Supported by the Russian Foundation for Basic Research, project 17-06-00130.

THE DARK TRIAD AND BIG FIVE PERSONALITY TRAITS IN ANABOLIC-ANDROGENIC STEROID USERS AND NON-USERS

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There is a dearth of studies on the personality of anabolic-androgenic steroid (AAS) users. We thus conducted a cross-sectional investigation of the Dark Triad (Machiavellianism, narcissism, and psychopathy) and Big Five (extraversion, agreeableness, conscientiousness, neuroticism, and intellect/imagination) personality taxonomies of AAS users and non-users. A sample of Iranian weightlifters completed a questionnaire containing demographic questions and measures of AAS use (lifetime) as well as personality (the Dirty Dozen reflecting the Dark Triad, and Mini-IPIP assessing the Big Five). The sample included 193 AAS users (females: $n = 86$; age: $M = 26.89$, $SD = 7.12$) and 257 non-users (females: $n = 127$; age: $M = 23.06$, $SD = 3.18$). Adjusted binary logistic regression (controlling for sex and age and including all personality

traits) was conducted to identify associations between personality traits and AAS use or non-use. Compared to non-use, AAS use was positively associated with age ($OR = 1.15$, $CI = 1.034 - 1.277$), psychopathy ($OR = 1.26$, $CI = 1.089 - 1.467$), narcissism ($OR = 1.27$, $CI = 1.127 - 1.420$), and extraversion ($OR = 2.08$, $CI = 1.522 - 2.840$). Furthermore, AAS use was inversely associated with agreeableness ($OR = 0.48$, $CI = 0.345 - 0.654$) and conscientiousness ($OR = 0.47$, $CI = 0.371 - 0.596$). The results highlight personality traits representing risk factors as well as protective factors for AAS use. This may have implications for both preventive measures as well as for AAS dependence treatment. A limitation of the present study is its cross-sectional design precluding causal conclusions and lack of control for premorbid personality functioning.

EVALUATION OF THE EFFECTIVENESS OF VIRTUAL REALITY IN THE EDUCATIONAL PROCESS

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Innovative technologies in education are active methods of forming competences based on students and their involvement in the educational process interaction. The effectiveness of virtual reality (VR) application as educational technology has been an open question for a long time. From the one side VR opens up new possibilities for students by allowing physical exploration of objects that are inaccessible in reality. From the other side the psychological mechanisms of effective VR application in education are unclear. The purpose of this research is to estimate the effectiveness of VR using in foreign language studying. The participants were 42 (20 males and 22 females) students from Lomonosov Moscow State University aged from 18 to 23 and they were divided into 2 group. The first group received information in a foreign language (in English) presented in the form of typed texts. The second group received the same information using VR system Samsung Gear VR. We used application "Discovery VR" to provide short informational videos to participants. All subjects

had the same level of foreign language proficiency. Each group studied 10 topics with neutral content devoted to the life of animals. After each presentation of information the subjects knowledge were evaluated by tests. In addition all participants had to write a short summary of the studied material. The results showed that there were no differences in learning level between groups. Group using VR system demonstrated high values of presence effect. However the group that worked with texts, prepared more detailed summary than subjects that used VR system. In spite of its motivating properties (as reflected in presence ratings), educational process in VR may overload and distract the learner, resulting in less opportunity to build learning outcomes. Thus we concluded that using of VR in education may offer a unique opportunities for subjects only in special information presentation conditions. The research was supported by the grant from Russian Foundation of Basic Research, project # 18-29-22049.

WITHIN CULTURAL DIFFERENCES AND ITS MEASUREMENT: A TURKISH EXAMPLE*

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Although cross-cultural studies using nation as unit of analysis have showed many important cultural differences across many areas of psychology, whether nation is meaningful unit of analysis to capture cultural similarities and differences has been an important controversy in (cross) cultural field. Moreover, cultural differences within national groups have been generally ignored. Also few studies that examined within cultural differences based on regional or basic socioeconomic variables generally yielded inconclusive findings. One of the reasons for these results might be these studies have used different value or attitude measurement that were developed by Western value perspectives basically to determine cross-cultural differences. At the context of these methodological issues, the goal of present study is to address cultural homogeneity or heterogeneity of cultural value orientations within a culture (nation). To test these hypotheses, we collected data from 26 cities through cluster sampling technique which represents different regions of Turkey with total of 2600 participants. The value scales that generally used in cross-cultural studies (Schwartz's PVQ; world value map scale of WVS and INDCOL) were used to

measure cultural value orientation along with Turkish Value Scale that are developed and validated in Turkish cultural context. Various ANAVOs were conducted to capture within cultural differences and similarities as regional clusters and basic SED variables (gender, income, religious orientation, vb.) serving as independent variable on value dimensions measured through different value and attitude scales. The results indicated important within cultural variations, especially according to regional cluster (urban vs rural), gender and religiosity on cultural values. More importantly, even though using different value survey generally confirmed some important within cultural variances, the pattern of differences and effect size have varied across different measures in which some of the findings are inconsistent way. Findings of current study were discussed methodological and measurement issues in (cross) cultural field. The current findings support the idea that within cultural variations is also important to understand influence of culture and the need for indigenous measurement to capture potential within cultural variations. *The research was supported by Turkish Science Foundation (TÜBİTAK)-Grant no: 215K188

ARE GRANDIOSE NARCISSISTS MORE ADAPTIVE? THE ASSOCIATIONS BETWEEN TWO TYPES OF NARCISSISM AND EMOTION REGULATION DIFFICULTIES

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Narcissism which has been increasingly prevalent in Western cultures has two different types as grandiose and vulnerable. Earlier studies indicated that grandiose narcissism was associated with more adaptive features such as psychological well-being, self-esteem and self-efficacy, whereas vulnerable narcissism was linked to more maladaptive features such as negative affectivity. Difficulty in emotion regulation is one of the maladaptive characteristics that is associated with mental health. Research showed that as the narcissistic features increase, mood fluctuations also increase; therefore, it is important to regulate emotions for better adaptation of narcissistic individuals. To the best knowledge of the researchers, only one recent study (Zhang et al., 2015) has focused on the relationship between two types of narcissism and emotion regulation difficulties. Hence, further evidence is needed to confirm the differences between two forms of narcissism and emotion regulation. Present study aimed to expand the previous literature by investigating the associations between difficulties in emotion regulation with grandiose and vulnerable narcissism in a Turkish sample. The sample of the study consisted of 511 participants (386 women, 185 men). The

participants completed Narcissistic Personality Inventory, Hypersensitive Narcissism Scale and Difficulties in Emotion Regulation Scale. The associations of grandiose and vulnerable narcissism with difficulties of emotion regulation were tested by using multiple regression analyses. The regression analyses showed that grandiose narcissism was positively associated with difficulties in controlling impulsive behavior when experiencing negative affect and negatively associated with lack of awareness of emotional responses and clarity of emotional responses. On the other hand, vulnerable narcissism was positively related to non-acceptance of emotional responses, limited access to effective strategies, and difficulties in controlling impulsive behavior when experiencing negative affect. The results of the study supported the previous work by suggesting that grandiose and vulnerable narcissists differ significantly in the sense of emotion regulation skills, an important sign of psychological functioning and development. Grandiose narcissists seem to be psychologically more adaptive and flexible than vulnerable narcissists. Our findings may contribute to the recent interest in the differentiation between grandiose and vulnerable narcissism in terms of psychological well-being and adjustment.

THE EFFECT OF INTER-PARENT AND CHILD-PARENT RELATIONSHIP QUALITY ON PERCEPTIONS OF DEVELOPMENTAL OUTCOMES OF CHILDREN OF SAME-SEX PARENTS

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The number of same-sex couples across the globe is increasing, and there is a subsequent rise in the prevalence of children being raised within same-sex parented families. In this presentation, we present a series of studies in which we aim to increase understandings of the psychosocial factors that shape perceptions of same-sex parented families, with a focus on the role of the quality of various relationships within the family. To achieve this, we present participants with a vignette describing a family situation involving a seven-year-old male child being raised by either gay male, lesbian, or heterosexual parents, before asking the participants to rate their perceptions of the

couple, and the child's relevant developmental outcomes (including perceptions of social, emotional, and academic adjustment, likelihood of being bullies, and perceptions of parent-child attachment). Across a series of studies we manipulated the quality of the relationship between the parents, and between the parents and the child. An interesting pattern of results emerged as a function of the sexual orientation of the parents, and the quality of these inter-familial relationships, which are discussed in light of informing therapeutic intervention decisions for children's psychological and psychosocial development.

THE REPRESENTATION OF WORK IN PEOPLE WITH DIFFERENT INDIVIDUAL MENTAL RESOURCES

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The implicit representation of people about work has not yet been the subject of a psychological research. Thus, the research question arises whether people with different mental resources differ in their views on work? The paper is devoted to the revealing relations among the features of the organization of the concept "work" as a correlate of the individual picture of the world and indications of human mental resources. The multiple design was used including assessment of individual mental resources (temperament, fundamental personality traits, character traits, cognitive styles, intelligence and motivation) and directed associative experiment (stimulus word "work"). Participants of the experiment were 1110 persons aged 17-31 years. We processed the data by mathematical, linguistic and statistical approach: primary data were subjected to be analyzed using HCA. It should be noted that only the first reaction to the stimulus word was considered since many researchers believe that the first reaction is the most independent from social desirability and it may allow us to reveal the implicit notions about the object under research. The results of the study showed that

the concept is formed by such cognitive features as interesting, fascinating and exciting. However, it was found that more active and more emotional people perceive work as interesting, responsible, hard and favorite, and less emotional and less active people – as interesting, hard, difficult, and responsible. More active and more emotional people are distinguished by high indicators of such cognitive styles as field independence, tolerance and motivation. They are pedantic, demonstrative and anxious. Less emotional and less active people are characterized by such cognitive styles as rigidity of cognitive control, impulsiveness and reflexivity. They demonstrate such traits of character as stuckness, emotivity and cyclothymicity. Based on the data obtained, we concluded that despite the place that work takes in people's lives, the implicit ideas about it differ in people with different individual mental resources and develop based on the social interaction offered by culture in which person lives, and the choice of those that corresponds to characteristics of individuality. The study was supported by RSF grant (project № 18-18-00386), Institute of Psychology RAS.

FLEXIBLE FUNCTIONAL STATES' SELF-REGULATION AS A FACTOR OF WORK SUCCESS

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Efficient functional states' self-regulation helps to achieve good results at tensed work conditions and healthy behavior at home domain (Sonnentag, Mojza, Binnewies & Scholl, 2008; Kuznetsova & Titova, 2016). The developed skills of emotional states' self-regulation traditionally are viewed as one of the key competences in socioeconomic types of work. At the same time, modern and tensed work environment requires the developed ability to cope with work stress and to maintain the proper level of emotions manifestation in order to perform well in nearly all occupations. The goal of the research is to reveal the relations between the ability to activate flexible functional states' self-regulation and the level of work success. In the study, 240 professionals participated (IT specialists, HR-managers, psychologists) with different term of employment in industrial and service organizations (90 men and 159 women, from 18 to 55 years old). The experts divided all participants into two groups, using organization criteria of work success evaluation. The methods

included: the job analysis technology and a set of questionnaires to assess: (1) the subjective evaluation of job stressors and work strain (Spielberger, 1996; Leonova, 2002); (2) typical coping behavior models and frequently used means of states' self-regulation (Hobfoll, 1994; Kuznetsova, 2003); (3) the flexibility of regulatory processes (Morosanova, 2001); 3) special checklist for designed to get data about rest planning (Kuznetsova & Luzianina, 2005). The data analysis (based on descriptive statistics, t-test, Spearman's correlation analysis, multiple regression analysis) revealed: successful specialists with the highest level of states' self-regulation flexibility demonstrated: (1) the stronger resilience to the tensed work situations, (2) the highest level of adequate coping means implication. It is discussed that efficient functional state' self-regulation could also be interpreted as a professional competence that helps differentiate exemplary performers from typical employees.

LEADERSHIP STYLE OF LOCAL LEADERS IN KALIMANTAN INDONESIA

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Abstract A leader is a figure who is considered a role model. In the context of local government leadership, a leader is a figure who is expected to accommodate every single interest for a mutual wellbeing. This study aimed at examining how a local leader performs his leadership. Data were collected through semi-structured interview. The transcript of the interview was then analyzed using interpretative phenomenological. The interviewed subjects in this study were the local leaders of East Kalimantan. The results of this research found that the transformational leadership style was performed by the heads of Kalimantan local government. This leadership

style stood for its local interest. This research discovered that the transformational leadership style addressed various issues in East Kalimantan. There are some characteristics of transformational leadership illustrated by the Regent of Kutai Kertanegara and former Deputy Governor of East Kalimantan. 1) They involved the people as stakeholders and derived the local wisdom to address various issues in the region he leads. 2) They converted the bureaucratic strategy into a "taking initiative" approach. 3) They encouraged the realization of economy transformation by utilizing local products.

WORKPLACE RELATIONSHIPS DRIVE EMPLOYEE WELLBEING

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Workplaces are often thought of as full of stress and politics, anywhere in the world. Recently, the impact of these factors on employee wellbeing is increased by more recent advancements in job automation and digitization, coupled with mobility and increased connectivity demands lead to individuals' disconnection from their established long-term relationships. Better interpersonal relationships at work can help overcome these impacts. Conditions for that are available to any human being: meet each relationship partner's needs at each time in the

relationship. To further specify this approach, a cross-cultural study of employee satisfaction in workplace relationships with their immediate leaders, peers, and others in their organization as well as preferred kinds of relationships and needs at each stage of relationships, revealed cultural specificity in Russia and USA. Study demonstrates that congruent with the societal cultures, workplace relationships help increase wellbeing of employees in each of the two countries.

THE EFFECT OF TRANSFER TYPES ON THE LABOR'S ROLE IN OWNERSHIP ASSIGNMENT

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First possession and labor are two main elements that people often consider to assign ownership. These two factors sometimes conflict with each other, which may cause many ownership disputes. Previous studies showed that creation and value change would turn people to outweigh the role of labor. However, many of these studies were conducted in the "take" transfer condition. In this study, we recruited eighty-five undergraduates ($M_{age} = 20.31$) as subjects and designed four types of transfer scenarios, and proposed that ownership transfer types would affect adults' ownership assignments based on first possession or labor rule. In the scenarios, a man either takes or steals or borrows or just finds another person's items and modified them. The modification either makes the items changed creatively or stay in the original state. Different extents of value change

(large vs. small) were also discriminated and matched with the variation of creation. Subjects were asked to judge whom the modified items should belong to. The results showed there were significant interactions between transfer type and creation, $F(3, 252) = 4.35, p = 0.01, \eta^2 = .049$, as well as between transfer type and value change, $F(3, 252) = 10.69, p < 0.001, \eta^2 = .113$. While people were more likely to assign ownership to the first possessor in the take, steal and borrow conditions, they did not show such preference in the find condition. Moreover, such tendency varied depending on the creation and the extent of value change. People did not show an apparent preference to the first possessor or the labor in the find condition. The study shed light on our understanding of daily property conflict and the court decision.

PROFILES OF PSYCHOLOGICAL CONTROL, TEACHER SUPPORT, ACADEMIC SELF-EFFICACY AND THEIR RELATIONS WITH STUDENT LEARNING OUTCOMES

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Accumulating evidence suggest that high achievement-oriented psychological control (APC) may lead to academic maladjustment. According to the stress buffering hypothesis and self-efficacy theory, teacher support and student academic self-efficacy could buffer the detrimental impact of APC on learning outcomes. Using latent profile analysis (LPA), the present study aimed to examine the profiles of parental psychological control, teacher support, student academic self-efficacy and their relations with student learning outcomes (i.e., learning engagement, test anxiety, and academic achievement). Six hundred and sixty four high school students (223 boys and 441 girls) with the age ranging from 15 to 17 years ($M = 16.01$ years, $SD = 0.47$ years) were recruited to complete scales that measuring APC, teacher support, academic self-efficacy, learning engagement, and test anxiety. Academic achievement was assessed by student's grades of Chinese, Math, and English in mid-term examinations. The results revealed three profiles. Profile 1 (the overwhelmed group, 19% of the sample) was characterized by high APC, low

teacher support, and low academic self-efficacy. Profile 2 (the neglected group, 43%) was characterized by low APC, low teacher support, and low academic self-efficacy. Profile 3 (the well-balanced group, 38%) was characterized by low APC, high teacher support, and high academic self-efficacy. Significant differences in learning outcomes were found among these three profiles. Specifically, the well-balanced group demonstrated the highest level of learning engagement, followed by the overwhelmed group and the neglected group. In contrast, the well-balanced group experienced the lowest level of test anxiety, while the overwhelmed group suffered most from test anxiety. In addition, the well-balanced group achieved higher academic achievement than the overwhelmed group and the neglected group, while no significant difference was found between the later two groups. These findings suggested that learning outcomes were affected by complicated interactions among APC, teacher support, and student academic self-efficacy. Implications and future directions were discussed in detail.

CULTURE-COMMON AND SPECIFIC ASPECTS OF CHINESE INDIGENOUS PERSONALITY: RELATED TO CHINESE PERSONALITY DIMENSIONS AND HEXACO MODEL

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The main purpose of this study is to examine the culture-common and specific aspects of Chinese indigenous personality by comparing the relationships between seven Chinese personality traits that measured by Multidimensional Personality Inventory for Chinese Youth (MPICY) and HEXACO personality dimension measured by HEXACO-60. MPICY was recently developed according to the seven Chinese indigenous personality traits that was derived from Yang's (1999) findings: Competence, Industriousness, Other-orientedness, Agreeableness, Extraversion, Large-mindedness, and Optimistic. Yang (2006). Claimed that only three dimensions of Chinese indigenous personality dimensions are correspondent to American Big Five. This issue of cultural universality of personality traits was investigated further in this study. To aim this research objective, we explicated the relationships between Chinese personality traits and HEXACO dimensions in the framework of Multitrait-Multimethod matrix (MTMMM) that included three different ratings (self-rating, peer-rating and teacher-rating). We recruited 450 participants to fill in the different rating versions of MPICY: 192 participants for self-rating, 186 participants for peer-rating and 72 participants for teacher-rating. Based on past research

findings and theoretical considerations, four models were set in confirmatory factor analysis: NTNMM for null model, CTCU for two cultural factors model, CTCU for four altruism factor model and CTCU for eight factor model. The results showed that CTCU for eight factor model was achieved the satisfactory level in the all of fit indexes. Five culture-common dimensions and three culture-specific dimensions were set in this eight factor model. The culture-common dimensions are: Industriousness and Conscientiousness, Other-orientedness and Honesty-Humility, Optimistic and Emotionality (former ones are Chinese personality dimensions and later ones are HEXACO model), Agreeableness, and Extraversion (the same label in these two models); the culture-specific dimensions are: Large-mindedness, Competence (Chinese personality dimensions), and Openness to Experience (HEXACO model). This study provided a strong evidence that combined the different rating and different cultural framework of personality traits to demonstrate culture-common and specific aspects of Chinese personality traits. The implication of research results were discussed in the framework of cross-cultural and indigenous psychology.

VALIDATION OF THE KAWASAN SECONDARY SCHOOL ADMISSION TEST

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Kawasan Secondary Schools are eleven junior high schools with superior quality and facilities compared to other secondary schools in Surabaya. The Kawasan Secondary School Admission Test (KSSAT) was a part of the government project to address the uneven distribution of education quality in the city. Its development is following the steps of test constructions suggested by Crocker and Algina (1986): identification of the primary purpose and target behavior of the test; determining a set of test specification; creating, reviewing, and pilot-testing a pool of items; revising and field-testing items; determining the statistical properties and establishing reliability and validity of items and the final form of the test; and developing user guidelines of the test. This research aimed to provide various forms of validation evidences for the KSSAT, which are crucial for better admission

decisions and to establish legal standing of the its application. Participants were 2718 students of 7-grade in 2016. KSSAT consists of verbal, numerical, and figural dimension. Confirmatory factor analysis, internal consistency (Cronbach's alpha and composite reliability) analysis, and discriminant and convergent validity analysis were carried out. The measurement model was found fit with a second-order factor model (CFI = .985, TLI = .979, RMSEA = .021, CMIN = 69.188, df = 32), implying evidence of the internal structure of the KSSAT. Discriminant validity was established. However, the result also found low composite reliabilities (verbal = .495, numerical = .365, figural = .368) and Cronbach's alpha (verbal = .351, numerical = .344, figural = .286) and lack of convergent validity. The findings suggest improvements for KSSAT.

PSYCHOMETRIC PROPERTIES OF KAWASAN SECONDARY SCHOOL ADMISSION TEST UTILISING RASCH METHODS

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The purpose of this study was to evaluate the psychometric properties of the Kawasan Secondary School Admission Test (KSSAT). KSSAT consist 185 items with three subtests, verbal, numerical, and figural subtest and was developed to assess student's ability which would decide their admission to Kawasan Secondary Schools. Kawasan Secondary Schools are eleven favorite junior high schools in Surabaya. A total of 2718 students of 7-grade was sampled out of 5436 test takers. The KSAT is an aptitude, or ability test, as opposed to an achievement test. An aptitude test measures the ability to learn or to develop proficiency in an area. Rasch analysis was used to measure item and person separation reliability, item difficulty, standard error, and person and item fitness for the model. The Infit (Weighted) values for the verbal ability ranged from 0.940 to 1.060, and for the numerical ability from 0.870 to 1.170, then for the figural ability ranged from 0.880 to 1.150. Moreover, The Outfit (Unweighted) values for the verbal ability range from 0.780 to 1.090, and for

the numerical ability its value from 0.800 to 1.310, then for the figural ability, ranged from 0.770 to 1.230, this test can be classified as high stake test, then according to Wright and Linacre (1994) that reasonable item Mean-square ranges for INFIT and OUTFIT is from 0.8 to 1.2, thus it can be said that these 185 items are good and at reasonable values. The difficulty level of the items will vary. First, for the verbal ability its difficulty level range from -4.110 logits to $+3.410$ logits, associates with standard error from 0.040 to 0.130 logits. The difficulty level of the numerical ability items range from -2.890 logits to $+1.640$ logits, with the standard error from 0.040 to 0.080 logits. Meanwhile, for the Figural abilities, its item difficulty range from -2.030 logits to $+1.830$ logits, associates with standard error from 0.040 to 0.070 logits. All of these standard errors have small values which closer to zero point, it means that the indicator of difficulty estimation are quite precise, due to large calibration sample.

EXECUTIVE FUNCTION AND INTERNALIZING PROBLEMS: EXAMINING MECHANISMS

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Internalizing problems, characterized by symptoms of depression and anxiety (Bongers, Koot, van der Ende, & Verhulst, 2003), are among the most prevalent developmental psychopathologies in school-aged children (CDC, 2013; O'Connor, Dearing, & Collins, 2011). High internalizing problems are associated with children's maladjustment in cognitive and academic functioning (Bub, McCartney, & Willett, 2007), peer interaction (Henricsson & Rydell, 2006), and behavioral development (Burt, Obradović, Long, & Masten, 2008). Recent studies revealed that poor executive function is among the etiology of internalizing problems (e.g. Hatoum et al., 2017; Nelson et al., 2018; Wang & Dix, 2017). Yet, the mechanisms through which poor executive function may promote internalizing problems are still unclear. Consistent with the ecological perspective of development (Bronfenbrenner, 1994), this study thus proposed three mechanisms at individual and environment levels – peer difficulties, academic performance, and self-perceived school competence – and examined whether they may contribute to understand the longitudinal associations between executive function and internalizing problems in school-aged children. We used a longitudinal data

(N=1,364) drawn from the NICHD Study of Early Child Care and Youth Development (NICHD, 1999). Children's executive function was assessed in the 1st grade with experiments. Teachers reported peer difficulties and academic performance in 4th grade and internalizing problems in 6th grade. Children reported their perceived school competence in 6th grade. Using structural equation modeling (SEM), we examined three mediating hypotheses: peer difficulties, academic performance, and self-perceived school competence will independent mediate the relations between 1st-grade executive function and 6th-grade internalizing problems. The SEM model fit the data well, $\chi^2(71)=470.03$, $p = .00$, CFI = .89, SRMR = .05, RMSEA = .06, 90% CI [.05, .07]. Results supported our research hypotheses. This study contributed unique findings that the influence of executive function on subsequent internalizing problems was indirect via three mechanisms at the individual and environmental levels, including peer difficulties, academic performance, and self-perceived school competence. The findings highlight the roles of individual and environmental processes in understanding the influence of executive function on internalizing problems in elementary school.

ATTACHMENT AND ITS IMPLICATION IN THE FIELD OF TOURISM

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Researchers widely used attachment theory in different disciplines in different context. Attachment was studied and explored in tourism perspective mainly on understanding attachment towards a destination, festival, event and so on. Few examples of attachment that is popular in the context of tourism are destination attachment, place attachment, event attachment and most recently exhibition attachment. Couple of studies explored host attachment and technology attachment and even a study on pet attachment was also studied, focusing on leisure behavior. Few other kinds of attachment such as tour leader attachment, trust attachment, consumers' emotional attachment was also studied by researchers. A comprehensive review

on previous studies published in the top five tourism academic journals such as Tourism Management, Journal of Travel Research, Annals of Tourism Research, Journal of Hospitality and Tourism Research and International Journal of Hospitality Management were carried out to analyze attachment. The journal articles related to attachment were retrieved from Science direct, SAGE and Wiley, which are the database for the top five tourism journals. After extensive review, findings were discussed on dimensions such as categorization and conceptualization of attachment and operationalization of attachment. Finally, conclusion and implications are made.

EXIT, VOICE, LOYALTY, AND NEGLECT: BEHAVIORAL REACTIONS TO PERCEIVED JOB INSECURITY AND THE MEDIATING ROLE OF RELATIVE DEPRIVATION

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Job insecurity, as a serious concern about the continuity of the job in the future, is one of the most important employment stressors and has detrimental effects on both employees and the organizations. Past research indicates that people's reactions to job loss threat vary. This study investigates employees' behavioral reactions to perceived job insecurity within the framework of Hirschman's (1970) exit-voice-loyalty-neglect model. This model focuses on the mechanism that directs employees to exit from the organization, voice their stress to change the current situation, scrutinize their loyalty to the organization, and prefer to remain silent when they perceived job insecurity. Specifically, this

ongoing study focuses on the mediating role of egoistic and fraternal relative deprivation in the association between perceived job insecurity and behavioral reactions. The sample will be 600 white-collar employees from Turkey. The proposed model will be tested via path analysis. We expect that perceived job insecurity predicts egoistic relative deprivation and this in turn, predicts exit, loyalty and neglect responses. Fraternal relative deprivation, however, is expected to predict voice responses. This study will contribute to the current literature by uncovering the mechanism that shapes employees' behavioral reactions to perceived job insecurity.

THE PERCEPTION OF CHILD SEXUAL ABUSE IN TURKEY: A PHENOMENOLOGICAL STUDY WITH THE MOTHERS OF CHILDREN AGED 3 TO 6 YEARS

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Child sexual abuse (CSA) is an important social problem affecting millions of children and their families all around the world. CSA causes widespread devastation in children's lives since victims of it are wounded deeply in cognitive, emotional, psychosocial spheres. Adequate knowledge on the issue and right parental attitudes are known to play important roles in both prevention and amelioration of the consequences of CSA. Thus, the aim of this study is to investigate the perceptions of mothers on CSA in Turkey. In this study, in order to explore the phenomenon of the perception of mothers in Turkey on CSA, phenomenological design, one of the qualitative methodologies, was used. 15 mothers (from 26-37 years of age) who have children aged between 3-6 years, participated in structured interviews consisting of 14 questions. Interviews were transcribed thoroughly and analyzed using MAXQDA 18 (qualitative data analysis computer program). Participants described nine main themes about CSA. The most outstanding three themes were (1) wrong attitudes (from family and environment), (2) what to do in case of CSA and (3) protective-preventive

behaviors. Mothers often reported wrong attitudes as expressing affection to children by touching special parts of their body (lips, butt), exposing improper content in social media, and lack of family communication. In the case of a possible CSA, mothers frequently reported that they would go to police, seek psychological support, give emotional support to their children and try to talk the event with children. Reported protective-preventive behaviors included training parents, informing the child (ex: privacy education), establishing a secure relationship and love in the family. Perceptions and awareness of mothers regarding to CSA are quite important in the prevention of CSA. Current study reveals that participants have general knowledge on CSA and consequences of it, yet they lack some knowledge on the signs and symptoms as well as wrong familial attitudes and prevention programs. In the light of the results gathered by this study, it is thought that informative and educational materials on CSA such as training manuals, short movies or public service advertisements can be useful for the prevention of CSA.

THE MEDIATING ROLE OF BODY ATTITUDES ON THE RELATIONSHIP BETWEEN CORE BELIEFS AND EATING BEHAVIORS IN TURKISH COLLEGE STUDENTS

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Eating behaviors affect health in multiple ways and eating disorders are regarded as the most serious clinical outcome of those behaviors. College students are presented to be a risky population for disordered eating behaviors. From a cognitive behavioral perspective, behaviors are shaped through attitudes which are originated from core beliefs. Core beliefs about eating and body attitudes are important contributors of disordered eating behaviors and it is assumed that understanding the relationship between these factors help guide their treatment and preventive studies in particular. Thus, the aim of this study is to investigate the mediating role of body attitudes on the relationship between core beliefs about eating and disordered eating behaviors in a college sample. The population for the study consisted of 729 volunteer students (200 male and 529 female) enrolled in various state and foundation universities in six different cities of Turkey. A sociodemographic form, Body Image Questionnaire, Eating Disorder Belief Questionnaire, Eating Disorder Examination

Questionnaire, Depression, Anxiety and Stress Scale were administered. A cross-sectional design was employed and a mediator regression analyses was used to assess the mediating role of body attitudes on the relationship between core beliefs and eating behaviors. Results indicated that sub-types of core beliefs together explained 46 % of the variance in disordered eating behaviors while controlling gender differences and psychopathology levels. Linear mediator regression analyses resulted in a decrease in the predicting effect of core beliefs (total score) on disordered eating behaviors (total score) while controlling the mediating effect of body attitudes. This partial moderation was statistically significant according to Sobel test ($Z=4.57$, $p<0.001$). The results of the study suggested that core beliefs had an effect on disordered eating behaviors via attitudes partially, which show consistency with the cognitive theories and previous studies. Hence, it is essential that the prevention programs should consider these risk factors.

COMPARISON BETWEEN MOTHER AND FATHERS OF CHILDREN WITH ASD ON PSYCHOLOGICAL RESILIENCE, COGNITIVE EMOTION REGULATION, EMOTIONAL STATUS VARIABLES

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Autism spectrum disorder (ASD) affects not only the child, but also the whole family since the child constantly needs care. Caregiving mothers reported more stress, anxiety and depression both compared with mothers of healthy developed children (Abbeduto et al., 2004) and fathers of child with ASD (Herring et al., 2006). Previous research have pointed out that psychological resilience can be accepted as an important protective factors associated with stress (Bitsika, Sharpley, and Bell, 2013) and individual emotion regulation skills have a role in resilience ability (McCubbin and McCubbin, 1999). In this study, it is aimed to compare levels of psychological resilience, cognitive emotion regulation strategies and emotional status (stress, anxiety, depression levels) of fathers and mothers who have children with ASD. 139 pairs of parents of children with ASD (Mmothers=39.29, SD=7.17 and Mfathers=42.55, SD=7.16) were included in the study. Participant parents filled out socio-demographic information form, Psychological Resilience Scale for Adults (Friborg, et al., 2005), Cognitive Emotion Regulation Scale (Garnefski, Kraaij, and Spinhoven, 2002) and Depression Anxiety Stress Scale (Lovibond and Lovibond, 1995)

individually. One-way MANOVA analyses revealed that mothers and fathers of children with ASD did not differed from each other in resilience, emotion regulation and general psychopathology symptoms. Moreover, Actor Partner Interaction Model (APIM) analysis was carried out to investigate the interaction among psychological resilience, cognitive emotion regulation strategies and depressive feelings of parents. Adaptation indices of the variables were found to be appropriate in the described model ($\chi^2(df)=0.45(4)$, $p=0.33$, CFI=0.99, RMSEA=0.03, NNFI=0.99). It was found that fathers' acceptance of ASD diagnosis, which is important cognitive emotion regulation strategy, plays a significant role in reducing mothers' depressive level ($\beta=-.17$, $p<0.05$). The results suggest that motherhood or paternity may not associated with different level of psychological resilience; emotion regulation and stress, anxiety and depression. However, it is quite possible that parents' cognitive emotion regulation skills could affect each other's psychological states. This result sheds light on the need to study the interaction of caregiving with special needs in parents in later studies.

THERAPISTS' PERCEPTIONS OF TREATING ADULT INCEST SURVIVOR PATIENTS. AN INTERPRETATIVE PHENOMENOLOGICAL STUDY

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Incestuous abuse is prevalent in South African context and has long-term negative effects on the survivors' personality structure. Adult incest survivor patients (ISPs) frequently seek therapy from mental health professionals on daily basis due to myriad of psychological symptoms such as intimacy, relationships and parenting difficulties, revictimization and high-risk sexual behaviours, and mental disorders such as depression and anxiety, posttraumatic stress disorder, complex trauma, dissociative, eating and personality disorders. This article describes the experiences of therapists involved in the treatment of this population of patients. Treating adult incest survivor patients (ISPs) poses numerous countertransference issues for the therapist and often leads to unsettled therapeutic relationship. Most trauma therapists treating adult incest survivor patients face myriad of clinical presentation, including primitive psychological defense and intractable transference issues that are integral part of the psychotherapeutic encounter. The aim of this study was to investigate the subjective perception of psychotherapists treating adult incest survivor patients. A qualitative paradigm, particularly Interpretative Phenomenological Analysis, was employed to achieve the aim of this

research and thus four experienced trauma therapists were interviewed for the purposes of generating data for this study. A psychodynamic conceptual framework was adopted to make meaning of the therapists' perceptions of ISPs. Overall, participants concluded that providing psychotherapy treatment to ISPs was a demanding and challenging experience. Their felt sense seemed to stem from two main factors, namely, the inherent transference complexities and intricacies involved in treating this population of patients, and secondly, from the apparent incapability on their part, to handle ISPs' needs and vulnerabilities. More specifically, most participants reported that they perceived ISPs as ambivalent, self-sabotaging, resistant, uncooperative, frustrating, rejecting, and dissociated. Furthermore, ISPs were also described as naïve and unassertive, protective, and pleasing of others, as well as psychologically harmed, having sexual relations with others, guarded regarding their personal psychological scars, and suspicious. The implications of the current findings suggest a need for trauma therapists to conversant with the importance of countertransference-transference matrix in the treatment of incest survivor patients.

CREATIVITY AND ADAPTIVE RESOURCES OF THE PERSONALITY IN CHILDHOOD

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This paper considers the relevancy of investigating the correlation between creativity and adaptive resources in children of the senior preschool age. It presents the results of an empirical study of the characteristics of creativity, the structure of psychometric intelligence, and personal creative and adaptive resources of children. The study was carried out using the Torrance method for diagnosing the imaginative creativity as adapted by E.E. Tunic, the Weschler WISC intellectual test for children, and Rorschach tests. Participants 122 children 6-7 years old who entered the lyceum on a competitive basis were included into the study sample. The childrens' IQ was higher than 115 points. The entire sample was divided into 4 groups according to the ratio of originality values to elaboration values: 1) 25 preschoolers with a level of originality and elaboration above the average for the entire sample; 2) 22 children with a high level of originality; 3) 25 preschool children with a high degree of elaboration; 4) 50 children with a level of originality and degree of elaboration below the average for the sample.

The obtained division of preschool children into groups and the correctness of group assignments based on the characteristics of creativity and adaptive resources is confirmed by discriminant analysis. We analyze the correlation of the characteristics of creativity, intelligence, and personal adaptive resources of children. We reveal the characteristics of the relationships between creativity, intelligence, and personal adaptive resources in groups of children with different levels of originality and degree of elaboration. The characteristics of creativity and adaptive resources are most closely related in the group of preschool children with a high level of originality and elaboration. The factor structure of the characteristics of creativity, intelligence and personal adaptive resources was determined in the entire sample of children and in each of 4 groups. In the group of preschool children with a high level of originality and degree of elaboration, the structure obtained is maximally integrated: Creativity is linked at the same time with personal adaptation resources, and with the IQ and its components (verbal and non-verbal intelligence).

PHYSICAL ACTIVITY AND POSTTRAUMATIC GROWTH IN PATIENTS TREATING WITH MAINTENANCE HEMODIALYSIS: A LONGITUDINAL STUDY

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Maintenance hemodialysis is a life-saving therapy but burdensome to patients with end-stage renal disease. A range of studies indicate psychological distress is common in dialysis patients, but less is known about the positive psychological experience among them. The current study aims to use a longitudinal design to investigate the posttraumatic growth (PTG) in patients treating with maintenance hemodialysis, and examine the predicative role of domain-specific and overall physical activity (PA) on PTG. Patients were recruited from two dialysis centers in Shanghai, China. A total of 150 patients (female: 43.3%, mean age: 59.87±11.31) completed the Posttraumatic Growth Inventory (PTGI), International Physical Activity Questionnaire, and Hospital Anxiety and Depression Scale. Follow-up survey was administered at 12 months after the first assessment, with 118 patients completing the survey. Ten patients died and 22 patients dropped out. Analysis of variance were conducted to examine the association between PA and PTG. Patients treating with hemodialysis on average endorsed 12 of 21 areas of growth

indicated by PTGI at a moderate to a very strong degree. The most frequently endorsed item was "I am better able to accept the way things work out" (94.7%), followed by "I can better appreciate each day" (89.3%), and "I have more compassion for others" (88.0%). More than half of patients (54%) did not meet the World Health Organization PA recommendation (≥ 150 minutes moderate-vigorous PA per week). Household PA was a main source of physical activity energy expenditure, followed by leisure and transportation-related PA. Higher levels of household, leisure, and overall PA were associated with higher levels of PTG at T1 at T2. Furthermore, higher levels of overall PA at T1 predicted an increase in subsequent PTG, controlling for the PTG at T1 and psychological distress at T2. Positive psychological growth may be a common psychological response among patients treating with dialysis, in addition to psychological distress. Physical activity appears to be a modifiable factor which could foster the experience of PTG following the burdensome treatment.

MATERNAL FACTORS ON EMOTIONAL REGULATION AND BEHAVIORAL PROBLEMS OF HEALTHY ADOLESCENTS WITH SIBLINGS WITH ASD

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Studies of the effects of autism spectrum disorder (ASD) on siblings who has no psychological diagnosis, reports various and inconsistent results (Tekin-İftar and Kutlu, 2013; Wing, 2012). Although there are studies suggesting that having a sibling with ASD may have positive effect of psychosocial development of healthy siblings (Kaminsky and Dewey, 2002; Macks and Reeve, 2007); however, it has also been reported that especially in adolescence with siblings with ASD emotional and behavioral problems are higher compared to peers who has healthy siblings (Gillberg, Gillberg, and Steffenburg, 1992; Hastings, 2003). It is also thought that emotional regulation skills and behavioral problems of adolescent have been depended on the attitudes of their parents (Bloch and Weinstein, 2009; Cavkaytar, 2013; Wing, 2012). In this study, it was planned to examine the relationship among the emotional regulation skills, social difficulties and emotional-behavior problems of the healthy adolescent siblings of children with ASD and maternal psychological resilience and emotion regulation strategies, and emotional problems (depression, stress, anxiety).

The study sample occurs by 71 mothers of adolescents with healthy development between the ages of 9 and 20, who have siblings with ASD. Mothers have been answered Resilience Scale for Adults (Friborg, Barlaug, Martinussen, Rosenvinge and Hjemdal, 2005) and Depression Anxiety Stress Scales (Lovibond and Lovibond, 1995) for themselves; Emotion Regulation Checklist (Shields and Cicchetti, 1997) and The Strengths and Difficulties Questionnaire (Goodman, 1997) for their healthy adolescence children. Correlations analysis among mothers and their adolescence children's variables has been stated. Associations among mothers' psychological resilience, emotion regulation strategies and emotional states (depression, anxiety, stress) and their adolescence children's emotional and behavioral problems points out that support for mothers means also support for the other healthy children of the mother. Researches in this issue also will be pioneer for the further research and prevention intervention studies for psychologically risky adolescence such as siblings of children with ASD.

THE DYNAMICS OF SUBJECTIVE WELL-BEING AMONG THE RECURRENT FLOOD VICTIMS: THE DEVELOPMENT AND TESTING OF AN INTEGRATED MODEL

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The Indian sub-continent is recognized for the occurrence of many natural disasters, predominantly devastating floods. The northeastern region of India, especially the state of Assam, is endowed with many natural water resources making the area highly flood prone. However, despite such recurrent adversity, very few studies have investigated subjective well-being of such population. An integrated model of subjective well-being (SWB) is proposed and tested by combining the subjective wellbeing homeostasis theory and the theory of conservation of resources. Indicators derived for the integrated model include both subjective as well as objective variables contributing to the SWB. The sample consists of 306 randomly selected participants from the two severely flood affected areas of Assam (India)-Majuli Island and Dhemaji District using a cross-sectional survey study design. The structural equation modeling was used to test two hypothesized integrated models (a direct and a meditational path model). The results indicated that the SWB homeostasis is maintained within the normative range of 60-70 points on a 0-100 point scale continuum. The analysis of the direct path model showed that

education, safe shelter, personality traits (extraversion, neuroticism, agreeableness and openness), object and condition resources, psychological buffers (optimism and perceived control) and negative affect significantly predicted SWB. The meditational path model indicated that optimism is a significant mediator variable between predictors (personality dimensions of agreeableness, conscientiousness, and neuroticism; positive affect, object and condition resources) and outcome variable (SWB). This study validates the role of various factors included in the SWB homeostasis model and further extends the model by including other significant factors proposed by COR theory such as different types of resources and environmental stressors. The testing of the integrated model provided insights into the dynamics of the SWB Homeostasis in terms of identifying the crucial factors responsible for the maintenance of SWB in the context of the present sample. These internal buffers may be addressed in psychosocial intervention programs for the vulnerable population who are at risk of homeostatic breakdown.

LET ME GUESS WHO YOU ARE: THE EFFECT OF EMPLOYMENT STATUS ON IMPRESSION FORMATION AMONG GREEK COLLEGE STUDENTS

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Empirical research uncovering the underlying processes and constituents of impression formation has dominated the field of social psychology, with recent studies focusing on how employment status may affect it (Orgambidez et al., 2011). However, insofar, no studies have been conducted with a Greek sample. The aim of the present study was to investigate the effects of employment status on impression formation. It was expected that individuals presented as employed would be more positively perceived compared to their unemployed counterparts. Additionally, stereotypical thinking was expected to act as a covariate for the above causal relationship. In a Greek sample, 121 college students were presented with a list of traits describing a hypothetical individual, either employed or unemployed and were asked to provide a brief written description. Continuing, participants reported their impressions through a 16-adjective Likert scale, encompassing either

positive or negative adjectives. Lastly, all participants completed the Implicit Person Theory Measure, a scale measuring stereotypical thinking tendencies. A 2x2 ANCOVA analysis, controlling for the covariate of stereotypical thinking – which was not related to impression formation ($p=.147$) – indicated that participants formed significantly more positive impressions for the employed, rather than the unemployed individual. Both main effects of employment status ($p=.033$) and type of adjective ($p<.001$) was significant, as well as their interaction effect ($p<.001$). These significant findings add to the existing literature that employment affects impression formation and provide the underpinnings for future research on Greek populations. Results are theoretically explained through Asch's (1946) basic principles on impression formation and the centrality of employment in one's identity, as well as the modern society.

FUNCTIONAL ORGANIZATION OF THE CEREBRAL CORTEX IN STAND-UP COMEDIANS WHILE SOLVING HUMOROUS CREATIVE TASKS

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The brain correlates of creativity studies have been developing intensively in the last decades. To aid in the search of the creativity's brain correlates one could study other complex forms of psychic activity, alike the creative one. Such a form of psychic activity, akin to creativity in its psychological mechanisms, could be humour generation. The aim of the research was to study of functional organization of the cerebral cortex in stand-up comedians while solving humorous creative tasks. The subjects were 78 stand-up comedians; the mean age being 23, with 38 men and 40 women. The methods of psychological testing and electroencephalography (EEG) were used. Statistical processing of data was done using the PC software bundle STATISTICA 13.0. Performed were the comparative analysis using the Student's t-test and the post hoc analysis. After the Torrence creativity test, the subjects were divided into two groups: those with the high level of creativity (32 people) and those with the average level of creativity (46 people). The EEG registration was performed using 64 scalp electrodes using the multichannel electroencephalograph «Neirovizor-136» («MKS»,

Russia). In solving the functional tests, the subjects performed the verbal (think of a humorous ending to a famous poem) and non-verbal (looking at the doodles and answer the question, «What could be shown on that picture?») creative tasks. It was proposed to find an original and humorous solution at the same time. They had to decide whether his/her decision was insight-based or not as well. To analyse, five-second artefact-less EEG segments were chosen; in each of them the coefficient of coherence values of each subject were averaged in theta, alpha, beta and gamma frequency bands. We revealed: EEG coherent connections in the right hemisphere prefrontal cortex areas and interhemispherical connection in the occipital cortex areas of both hemispheres are stressed in the insight-based method (both original and humorous solutions). Based on that we can conclude the similarity of these EEG correlates of creativity and humour. The differences between these EEG correlates show in that the specific areas for the insight-based humour generation were the right hemisphere occipital areas.

DYADIC ADJUSTMENT SCALE: A VALIDATION STUDY AMONG MARRIED INTELLECTUAL VIETNAMESE ADULTS LIVING IN HANOI

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In the field of couple and family psychology, the Dyadic Adjustment Scale of Spanier (1976) is "a viable force" for the measurement of relationship quality. Considering the discrepancies across studies regarding the structure of the DAS, the principal objective of this study is to describe the factor analysis and validity of the DAS among married intellectual Vietnamese adults living in Hanoi. The first steps of the study were the translation (from English to Vietnamese and vice versa) and the investigation of the semantic validity. After these steps, a total of 301 married intellectual Vietnamese participated in the study. Exploratory factor analysis yielded three factors with 23 items accounting for 44.42% item variance named cohesion, consensus and satisfaction. The affective expression factor meanwhile has not been reproduced on the current sample. However, two of the four items (4 and 6) of this factor are dispersed in the

consensus factor. For models with three latent correlated factors, confirmatory factor analysis by AMOS (version 22.0) indicated an acceptable statistical fit ($\chi^2=523.54$, $df=224$, $p<.001$, $GFI=.86$, $AGFI=.83$, $TLI=.83$, $CFI=.85$, $RMSEA=.07$ (90%CI=.059, .074)). The value of the internal consistency was good for the whole scale ($\alpha=.87$), the marital consensus subscale ($\alpha=.86$) and acceptable for the subscales referring to the satisfaction and cohesion ($\alpha=.69$ and $.76$ respectively). The Spearman-Brown split-half reliability ($=.68$) was within acceptable range. The value of the correlation between the version of even-numbered and odd-numbered items was great ($r=.81$, $p<.001$). The final scale solution was considered satisfactory for the application on the intellectual Vietnamese sample. Nevertheless, using this scale among other population must be well put into serious consideration.

FOLLOW UP OF LONG-TERM KNOWLEDGE RETENTION OF CHILDREN EXPOSED TO SCHOOL – BASED PREVENTION PROGRAM AGAINST CHILD SEXUAL ABUSE

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Child sexual abuse (CSA) is a recognized public health concern worldwide that has attracted the attention of professionals due to its long-term negative consequences on the physical and psychosocial wellbeing of children. In Greece, preventive efforts are scarce even though one out of five children become victims of sexual abuse before the age of 18 years. The objective of this study was to assess the long-term effects for elementary school children (6-9 y.), one year after participating in a 50-minute, school based sexual abuse prevention intervention program. The sample consisted of one hundred and sixty-one (81 girls) elementary school-aged children from three grade levels second, (N= 55) third (N= 53) and fourth (N= 53). Knowledge retention was assessed via the Greek version of the Children's Knowledge of Abuse Questionnaire R-III (Gangos, Nega, & Apergi, 2018), administered in three time intervals of pre-intervention, post-intervention and follow-up, one year later. A 3x3 mixed Analysis of Variance was conducted with time of testing (pre, post, follow-up) as the within-subjects variable

and, grade (2nd, 3rd, 4th) as the between-subjects. There was a significant increase of children's knowledge on CSA concepts in the follow up compared to pre-intervention knowledge levels ($p < .001$). In terms of grade, results showed that third graders obtained higher scores compared to both first and second graders ($p < .001$). These findings confirm the long-term effectiveness of a school based 50-min CSA intervention program delivered to children up to third grade. conclusion or some discussion on implications of the results. This study can be considered a valuable input concerning the gap in the literature of long-term effectiveness of school-based CSA prevention intervention methods. The effectiveness of the current prevention program has been reaffirmed both in terms of time and of the age of the children exposed to such interventions. Implications include the need for additional research demonstrating long-term retention of knowledge and skills as well as developing evaluation measures that focus on behavioral intentions.

ETHNO-NATIONAL ATTITUDES AS PREDICTORS OF INTERCULTURAL COMPETENCE IN RUSSIAN UNIVERSITY STUDENTS

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The development of intercultural competence (ICC) is one of the most important theoretical, applied, and practical psychological problems in the changing and globalizing world. The Developmental Model of Intercultural Sensitivity (DMIS) by M.J.Bennett is one of the most applied ICC models in modern psychology. DMIS proposes to consider the ICC as a process of changing of "the orientations toward cultural difference": from ethnocentrism to ethnorelativism. Russian psychologists O.E.Khukhlaev and M.Y.Chibisova developed a Russian-language technique "Intercultural Competence Scale" for ICC diagnostics based on the DMIS, that includes 4 subscales: Minimization, Absolutization, Ambivalence, Acceptance. Minimization and Absolutization correspond to ethnocentric orientations according to the DMIS. Ambivalence is a transitional orientation from ethnocentrism to ethnorelativism. Acceptance corresponds to ethnorelative orientations according to the DMIS. We suppose that one of the ICC predictors is the ethno-national attitudes, which O.E.Khukhlaev et al. are considering as an individual's predisposition to assess of the ethnicity. The purpose of present research is to show that the ethno-national attitudes can determine the severity of ICC scales in Russian university students. The sample includes 219

(75% – female) first–third year university students. ICC was measured with the author's modification of "Intercultural Competence Scale" by O.E.Khukhlaev & M.Y.Chibisova, which successfully passed a psychometric testing. Ethno-national attitudes (nationalist, patriotic, neutral, negativist) were determined with the "Scale of ethno-national attitudes" by O.E.Khukhlaev, I.M.Kuznetsov, and N.V.Tkachenko. The descriptive statistics methods, coefficients Cronbach' α and McDonald's ω , Spearman' correlation analysis, and the multiple regression analysis was used for statistical analysis in the R software environment, version 3.3.2. Findings of our research showed that nationalist ethno-national attitudes are the strongest predictor of studied ICC scales, i.e. its have a negative impact on Acceptance and Minimization, but positive impact on Absolutization. Patriotic ethno-national attitudes have positive impact on Acceptance and Ambivalence, but negative impact on Minimization. Neutral and negativist ethno-national attitudes have less impact on ICC scales, which is mediated by gender and professional orientation of students. Thus the obtained data showed that ethno-national attitudes, especially nationalist, are significant predictors of ICC and should be taken into account while ICC development.

ORGANIZATIONAL CULTURE AND PROACTIVE BEHAVIOR: ON THE EXAMPLE OF EDUCATIONAL ORGANIZATION

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Proactive behavior in recent years has received a new wave of close attention in research and is regarded as an important component of a successful life strategy in an organization. Students' proactivity is a predictor of their success in the future, therefore conditions in educational institutions that increase their proactivity is an important task of education. In our study, using different faculties of Higher School of Economics, we looked at two types of organizational climate: bureaucratic and innovative, determined through which mediators organizational climate affects perceived proactive personal behavior and proactive behavior at the group level. The study involved 191 HSE students. Data was collected online. We assumed that important mediators of the relationship between organizational climate and students' proactivity are perceived autonomy, trust in the organization, satisfaction with university studies, and innovation self-efficacy. The analysis of the proposed 4 mediation model confirmed the hypotheses about the positive

mediation connection between the innovative climate and perceived proactivity at the individual and group level through organizational trust and innovation self-efficacy and the positive mediation connection between the innovative climate and perceived proactivity at the individual level through satisfaction. Nevertheless, the negative mediation connection between the bureaucratic organizational climate and the proactivity of students through the same mediators was not significant. Innovative and Bureaucratic Organizational climate showed direct effect on Autonomy: positive – for Innovative climate and negative – for Bureaucratic climate. Thus, this study added an understanding of what tools needed to stimulate the most effective behavior of students for their further success – proactive behavior. Creating an innovative organization climate with, high levels of trust, job satisfaction, innovation self-efficacy leads students to choose a proactive pattern of behavior in learning activities.

POSTTRAUMATIC GROWTH AMONG SUICIDE SURVIVORS AND WHOSE LOVED ONE ATTEMPTED SUICIDE

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Suicide is a serious public health problem. Approximately 800.000 people die by suicide annually and even more people attempt suicide. Every suicide affects 6-24 people. Although there are many studies focused on negative psychological effects of suicide on suicide survivors (Brent et al., 1996) there are few studies examining the positive effects (Levi-Belz, 2015). The current study aims to examine the roles of core beliefs, event-related ruminations, religious coping styles, attitudes towards suicide and cultural orientations in post-traumatic growth (PTG) among suicide survivors and whose loved ones attempted suicide. 348 university students whose a loved one attempted or completed suicide participated in the study. The sample consisted of 204 women and 144 men aged between 18-32. All participants completed post-traumatic growth inventory as well as instruments measuring posttraumatic stress disorder (PTSD) symptoms, core beliefs, event-related ruminations, religious coping styles, attitudes towards suicide, cultural orientations, suicide related variables (time elapsed since the suicide, suicide method, guilt) and demographic

characteristics. In order to evaluate how well total score of PTG is predicted, stepwise multiple regression analysis was conducted. Furthermore, mediational analysis was applied to examine the effects of challenges to core beliefs and event-related ruminations on PTSD and PTG relationship. According to the results all variables explained 29% of the variance in posttraumatic growth [$F(7, 328) = 18.89, p < .001$]. In the final model, acceptability of suicide was negatively but positive religious coping, deliberate rumination and challenges to core beliefs were positively related to PTG. Event-related ruminations partly mediated both the relationship between challenges to core beliefs and PTG, as well as the relationship between challenges to core beliefs and PTSD. Consistent with the literature, positive religious coping, deliberate rumination and challenges to core beliefs predicted PTG. In addition, as a previously unconsidered variable, acceptability of suicide was negatively related to PTG. Considering cultural differences in attitudes toward suicide, studies employing cross-cultural designs may be useful for a better understanding of PTG in the context of suicide.

STIMULUS QUALITATIVE BISECTION AS A PROBLEM OF INNER PSYCHOPHYSICS

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Within the classical bisection task subjects are asked to classify a trial stimulus with respect to its proximity to one of two given stimuli from the same perceptual continuum. It is widely accepted that this bisection is characterized by the geometric mean and a plausible explanation of the effect can be found, at least, in works by Luce, (e.g., *Psychometrika*, 1961, 26, 151). However a meta-analysis of classification data (Kocec, Brody, *Brain and Cognition*, 2014, 74, 262; Levy, et. al, *Frontiers in Integrative Neuroscience*, 2015, 9, 44) reports that the bisection point can exhibit more complex behavior depending on the ratio of referent stimuli and changes from the geometric mean to the arithmetic mean as this ratio increases. In the present work we propose a mathematical theory of stimulus bisection turning to the ideas of inner psychophysics based on Teghtsoonian's hypotheses and uncertainty of human evaluation of stimulus intensity. Following Lubashevsky (*Physics of Mind, Physics of Life Reviews*, 2019, also arXiv:1806.11077) a physical stimulus is assumed to cause the emergence of its image in the mental space which is characterized by a

certain magnitude representing the stimulus perceived intensity. On one hand, these images are caused by external stimuli and their magnitude bears the information about the intensity of the corresponding stimuli. On the other hand, the individual structure of such images as well as their persistence after emergence is determined only by the properties of mental space on its own. Finally, the mental operations of image comparison and their scaling are defined in a way allowing for the bounded capacity of working memory. Dealing with the introduced measure of the stimulus comparison we demonstrate that the bisection problem is characterized by the geometric mean when the ratio of referent stimulus amplitudes belongs to a certain finite interval. Its lower boundary is determined by Ekman's law (Weber's law for inner psychophysics). The upper boundary is determined by the stimulus incommensurability. Outside this interval the bisection is characterized by the arithmetic mean. The results are compared with experimental data.

DISCRIMINATION THRESHOLD AND HABITUATION IN NEWBORN INFANTS AND FOETUSES FOR NOCICEPTIVE AND AUDITORY COMPLEX STIMULI

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One big challenge for the psychophysics area is to understand the early origin of complex stimuli perception as music and nociception. Music perception on foetuses has been described in habituation, categorical perception, sound preferences and recall tests. Nociception has been described in habituation tests in convenience studies of infants' response to painful procedures. I'll present two sets of data using habituation paradigm comparing complex information processing by foetuses, premature and term newborns by physiological and behavioural response. The first study investigated the temporal dimension of rhythm and source of music in foetuses of 41 pregnant women (mean 34.7 ± 2.4 gestational weeks) evaluating: heart rate (HR) and movement and body organization observed during ultrasound exams in response to folkloric lullaby sung by: 1. adult male voice in slow pace (Adagio); 2. adult male voice at fast pace (Allegro); and 3. mothers' voice in slow pace (Adagio). The second study investigated 13 dyads mothers-newborns, premature and term (38.2 ± 2.2 gestational weeks), and their reaction to four repetitive nociceptive stimuli through COMFORT behavior pain scale, HR and including

salivary cortisol levels testing maternal-infant stress effect. In the first study the dimensions movement and body organization were sensitive to the change between the first and last two stages indicating perception of sound source. "Movement" was sensitive when changed between the first and second stage. HR varied significantly between paces and decreased to baseline to maternal song. In the second study, the data revealed a varied pattern of behavioural response and 46.2% infants habituated to nociceptive stimulation, 38.5% showed sensitization and 7.2% didn't change across trials. Cortisol and HR reaction to nociceptive stimuli decreased along trials, though maternal stress predicted infant baseline and shaped post heel lance cortisol and behavioural profile ($R = .69$, $p = .010$). Foetuses showed discrimination to music paces and habituation to maternal voice. Prematures modulated their response to painful procedures in the first day of life, but it seems to suffer the effect of maternal stress level. We conclude that foetuses both in and out womb as at term infants were able to show behavioural and physiological habituation response to complex stimuli.

PRIMARY STUDENTS' LEARNING MOTIVATION AND SUBJECTIVE WELL-BEING IN SCHOOL

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Students' subjective well-being in school is accepted as an important goal for educational system. Subjective well-being is related with school adjustment (Huebner, Gilman, 2006) and lead to higher academic performance (Quinn, Duckworth, 2007). At the same time, learning motivation is recognized as one of the crucial non-cognitive factors related to students' academic achievement (Pintrich, De Groot, 2003). In this study we ask the question about relationships between students' subjective well-being in school and learning motivation. Subjective well-being is defined as satisfaction with school positive and negative affect toward school, relationships with classmates, and learning motivation is defined within the framework of self-determination theory (SDT; Ryan, Deci, 2000). The sample consisted of 1247 students of 3rd grade balanced by gender with age range from 9 to 10. The Survey of well-being was based on previously existed instruments: Russian version of Brief Adolescents' Subjective Well-Being in School Scale (Tian, Wang, Huebner, 2015), Russian version of Classmates' Friendship Relationships Questionnaire (Turilova-Miščenko,

Raščevska, 2008). The analysis of internal structure of the instrument was done within the framework of Multidimensional Item Response Theory (MIRT; Reckase, 2009) and it allows us to form general Subjective well-being index. Motivation toward reading and math was measured by Russian version of Elementary School Motivation Scale (ESMS-R) (Guay, Chanal, Ratelle, Marsh, Larose, Boivin, 2010). Two scales both for reading and math were used for the analysis: intrinsic motivation and external regulation (extrinsic motivation). All instruments were translated in Russian according adaptation standards and have appropriate psychometric properties. Multiple regression analysis was used to test if subjective well-being significantly predicted reading and math intrinsic and extrinsic motivation. Gender was used as control variable as almost all variables showed gender differences. The results of the regression indicated that subjective well-being explain 16% of reading and 14% of math intrinsic motivation ($R^2=.16$, $F(2, 1238) = 114.504$, $p = .000$ and $R^2=.14$, $F(2, 1238) = 99.298$, $p = .000$), and 1% of reading and 2% of math extrinsic motivation.

IS VIDEO GAMING RELATED TO BODY MASS? A META-ANALYSIS

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Non-active video gaming has been discussed to be positively associated with body mass and overweight. However, empirical findings have been mixed. This indicated a need for estimating the average effect size of the relationship between body mass and video gaming. We identified 753 potentially relevant studies through different search strategies including databases (e.g., PsychINFO) and grey literature. An eligible study had to contain (a) a measure of body mass (i.e., body mass index, body fat percentage), (b) a measure of video game use (e.g., frequency of video gaming), (c) data on their zero-order relationship, and (d) the sample size. The effect sizes were pooled using a random effects model with a restricted maximum likelihood estimator (Viechtbauer, 2005). Analyses of study heterogeneity, possible moderators, and publication bias were conducted. Additionally, we tested the displacement effect of physical activity by video gaming time with the help of a meta-analytic structural equation model (MASEM; Cheung & Hong, 2017). Across $k = 24$ samples and 32 effect sizes (total $N = 38,097$), the mean effect

(corrected for sampling error) of the relationship between video gaming and body mass was $r = .09$, 95%CI [.03, .14]. Hence, higher video gaming was positively associated with higher body mass. This relationship was significant, but there remained significant total heterogeneity, $Q(31) = 593.03$, $p < .001$, $I^2 = 95.13$. In the sensitivity analyses, we found a significant moderation for the age groups. Compared to adults, children and adolescents showed a significantly lower relationship between video gaming and body mass. The respective indirect effect (displacement of physical activity by video gaming) was significant, $B = .01$, 95%CI [.00, .02]; it explained 7% of the total effect of video gaming on body mass. This result should be interpreted with caution because of the small sample of primary studies. Our meta-analysis identified a small significant correlation between video gaming and body mass that was qualified by participants' age. In summary, sedentary video gaming is only weakly associated with overweight and obesity, physical activity might play a mediating role, and the effects are strongest for adults.

FLOURISHING AND LIFE EVENTS: WHAT EXPERIENCES ANTECEDE OUR PERSONAL GROWTH

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The aim of the study was to explore the differences in the occurrence and evaluations of life events that antecede extreme alterations in flourishing in one-year time. Study was conducted as a part of the Croatian longitudinal well-being study funded by Croatian Science Foundation. Studied variables were flourishing assessed at two time points (1-year interval) as a measure of well-being, life events experienced between the two time points, evaluations of positivity and negativity of experienced events and demographic variables. Out of total N=2465 who completed both initial survey (2016=T1) and the 1st follow up (2017=T2) we selected two extreme groups of participants with biggest change in flourishing from T1 to T2. Group 1 consisted of 5.6% of participants with biggest drop in flourishing (N= 138, flourishing change: M=-13.79, SD=4.39), while Group 2 consisted of 5% of participants with biggest improvement in flourishing (N= 123, flourishing change: M=12.76, SD=4.15). At time 1, Group 1 showed significantly higher levels of flourishing

compared to Group 2 ($\Delta M= 12.13$, $t(246)= 13.74$, $p=.00$). At T2 Group 2 showed higher results at flourishing compared to group 1 ($\Delta M= -14.83$, $t(246)=-16.78$, $p=.00$). In both groups majority of participants were women, with at least high school diploma, half of them where married. Participants in Group 1 more often had kids ($\chi^2(2)=10.3$, $p=.00$) and were on average 5.6 years older ($t(246)=3.5$, $p=.00$). Regarding experienced life events, Group 1 experienced on average 6.67 of all events, compared to Group 2 with 8.54 events on average. If top 10 events are taken into consideration, group 1 experienced six positive events, two negative events and two ambivalent. Group 2 experienced eight positive events and two ambivalent. Additionally, two groups did not differ in average positivity of experienced events ($F(1)=0.45$, $p>.05$) or average negativity ($F(1)=0.34$, $p>.05$), but group 1 rated positive events more negative ($F(1)=7.11$, $p<.05$) compared to group 2. Results are discussed in the framework of broaden-and-build theory.

«PERSONAL OCCURRENCE» AS AN INTEGRATIVE PSYCHOTHERAPY TARGET: EMPIRICAL RESEARCH OF EFFECTIVENESS

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“Personal experience/occurrence” was widely analyzed in a philosophical, cultural, spiritual, and finally, psychological, psychotherapeutic aspect. Being an integral psychological characteristic, it presents a «time slice», current diagnostic personality portrait in a whole variety of its manifestations.

Here we'll consider not what is called «experience», but what is called «occurrence» — a short-time period during which a significant event occurs.

The current research was developed in collaboration with the Co-Brain Laboratory (Skolkovo Institute of Technology) and an experimental-instrumental complex for studying the visual and auditory human perception (IPRAS).

The aim was to study the psychometric and encephalographic correlates of the psychotherapeutic process based on the personal occurrence therapy by the modern integrative modality “DMO-approach” (in DMO the personal occurrence is postulated as a target of therapy; DMO — differential (varied and scaled) modification of occurrence).

The experiment consisted of psychotherapeutic minisessions with participants using four types of psychotherapeutic interventions. In total, 110 mini-sessions were conducted, 22 sets of

measurements of the control group (changes in psychophysical and psychometric characteristics without the therapeutic interaction) were done.

The following apparatus and psychometric techniques were used: encephalography; SAN-technique (V.Doskin); personal anxiety manifestation scale (J.Taylor, V.Norakidze); emotional state self-assessment (A.Wessman, D.Riks); «Existence scale» questionnaire (A.Lengle, K.Orgler); subjective scaling technique.

Control measurements were conducted before/after each mini-session. Observations and primary data allow to summarize as preliminary the following results and trends: EEG- and psychometrical correlates of 4 various therapeutic interventions by the autobiographical subjective occurrence reconsolidation were observed; a statistically significant increase of emotional elevation, self-confidence, vigor was detected during the therapy, especially during the stage of direct intervention to the autobiographical subjective occurrence; the delta rhythm power increase in the frontal and midline electrodes, associated with recalling information from autobiographical memory, was observed; significant differences in EEG accompanying with no response in psychometrics were observed in the analytical stage, that could be the partial interpretation for the depreciation phenomena in analytical psychotherapy.

THE ROLE OF VULNERABLE NARCISSISM IN THE PREDICTION OF DAILY DYSFUNCTIONING AMONG INSTAGRAM USERS

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Instagram is a very popular social media application. Narcissism was found to be related with Instagram use. However, most of the findings are upon the relationship between grandiose narcissism (GN) and Instagram use. Limited research about Instagram use has focused on the role of vulnerable type of narcissism. Vulnerable narcissism (VN) manifest itself with higher levels of anxiety, overreacting to criticism and failure, presence of inadequacy and emptiness feelings, and socially avoidant behaviors (Casale, Fioravanti, & Rugai, 2016). It was thought that vulnerable narcissism may be related to negative effects of Instagram use on individuals' daily functioning. The predictive role of vulnerable narcissism on individuals' reporting decrease in daily functioning was examined. Participants who have Instagram account enrolled in the study. A cross-sectional online survey prepared. Data gathering process is enduring. Informed consent, socio-demographic form (SDF) and the Hypersensitive Narcissism Scale were given to the university students whose ages are changing between 16 and 30. In SDF, the participants asked detailed questions about their Instagram use (e.g., average time spent on Instagram, age-onset, etc.) and whether their functionality in daily life is influenced by their

Instagram use or not. Frequency analyses and Logistic regression analysis have been applied. 788 participants included in the study. Participants were divided into two groups according to whether they report that Instagram use decrease their daily functioning (Gr1, $n = 246$) or not (Gr2, $n = 542$). Logistic regression analysis results revealed that vulnerable narcissism predicted the decreased daily functioning group significantly ($Wald Z = 24.5$, $Exp(B) = 2.001$, $p < .05$). One unit increase in vulnerable narcissism increases 58% likelihood of being in Gr1. It can be concluded that although the relationship among vulnerable narcissism and frequency of or time spent on Instagram have not been well-established like among grandiose narcissism, these results revealed that those with vulnerable narcissistic patterns may be affected more negatively than grandiose narcissism. Since Instagram reinforces the ideal, feelings of failure and inadequacy may lead higher anxiety. These feelings may yield avoidant behaviors in social media. Therefore, decreased frequency of use or time spent on Instagram can be a manifestation of social avoidance.

Key words: *Vulnerable narcissism, daily functioning, Instagram*

GENETICS, PSYCHOLOGY AND JUSTICE: THE RESULTS FROM AN INTERNATIONAL INVESTIGATION

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We are now almost 20 years into the genomic era. In this time, significant progress has been made in genomic science. For example, genetic markers have been identified for a number of traits, including criminality, intelligence, health, and psychological disorders. Genetic data pools are large, with some countries having genetic data of virtually the entire population. International data sharing is a key strategic priority, both for scientific and economic development. However, these advancements also pose threats to individuals' fundamental rights, such as right to privacy or non-discrimination. These threats are particularly serious due to the scale of data breaches. For example, over 1.3 billion data breaches have been reported in 2016 alone. Direct to consumer testing and genomic medicine are now a reality, with increasing number of people using these services. Despite the growing use of genetic information, to date, few concrete steps have been taken to address possible misuses of genetic information, with very few countries

having passed first specific laws regulating use of genetic information. This is a particularly serious situation, as the level of general knowledge of genetics is very low, including for the key professionals such as doctors, lawyers and psychologists. This talk reports the results of an international investigation that used the International Genetics Literacy and Attitudes Survey (iGLAS) to collect data from a large sample of the general public and key professionals (N>7,000). In particular, we were interested in responses of lawyers, as compared to other professional groups. The results show that genetic knowledge is low even among the well-educated; and also suggest that all groups have a wide variability of attitudes and beliefs in relation to genetic data. The results highlight the need for greater efforts to disseminate genetics knowledge. It is possible, that increased knowledge will lead to reduced polarisation in opinions and help develop appropriate regulation for genetic information.

THE RELATIONSHIP BETWEEN VULNERABLE NARCISSISM & SELF DISCLOSURE AMONG DYSFUNCTIONAL INSTAGRAM USERS

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Social media has substantial impact on individuals' lifestyles. Sharing something about us has become an ordinary ritual of the daily life. Self-disclosure can be defined as a tendency to giving information about themselves. Self-disclosure comprises of the amount, honesty-accuracy, consciously intent, positive-negative nature, and control of general depth or intimacy of disclosure (Wheless & Grotz, 1977). Previously founded that vulnerable narcissistic patterns affect the self-disclosure (Christofides, Muise, & Desmarais, 2009). Vulnerable narcissism (VN) is found to be associated with socially avoidant behaviors, sensitivity to failure and being criticized, the presence of high levels of anxiety, and feelings of emptiness and inadequacy. However, research focusing on the association between self-disclosure and vulnerable narcissistic patterns in the context of Instagram is limited (Casale, Fioravanti, & Rugai, 2016). In this paper the relationship between VN and self-disclosure among dysfunctional Instagram users was examined. A cross-sectional online survey was prepared. 246 Instagram users who are university students age ranged between 16 to 30 years ($M = 21.39$, $SD = 1.790$), and reported a decrease in daily functioning in their life due to Instagram use included in the study. 22% ($n = 54$) of these participants are male, 78% ($n = 192$) of them are female. Informed consent, socio-demographic form, the Hypersensitive Narcissism Scale and Self-Disclosure Scale were given to the participants. Correlational analysis revealed that VN is significantly and negatively correlated with intent ($r = -.15$, $p < .05$) and honesty-accuracy ($r = -.28$, $p < .01$) dimension of the self-disclosure. Also, VN is significantly and positively associated with positive-negative nature ($r = .20$, $p < .01$) and

control of general depth or intimacy ($r = .39$, $p < .01$) dimension. For regression analysis, significantly correlational dimensions, namely, intent, honesty-accuracy, positive-negative nature, and control of general depth or intimacy, of Self-disclosure were entered into the analysis. Results revealed that the model was significant in the prediction of VN ($F(4,241) = 16.205$, $p < .001$). Control of general depth or intimacy ($t = 5.122$, $p < .01$, 95% CI[.10, .22]), honesty-accuracy ($t = -3.521$, $p < .01$, 95% CI[-.20, -.06]), and positive-negative nature ($t = 2.353$, $p < .05$, 95% CI[.01, .15]) dimensions of Self-disclosure. R^2 determined that significant dimensions could explain the variance of VN with the proportion of 21%. Moreover, unique contribution of the control of general depth or intimacy, honesty-accuracy and positive-negative nature accounting for predicting VN were 9%, 4%, and 2% respectively. That is, vulnerable narcissistic patterns may influence the control behavior of individuals. Furthermore, these patterns may influence positive-negative self-presentation, intents, and honesty socially of individuals. VN is a type of narcissism which includes high anxiety levels, social avoidant behaviors, inadequacy & emptiness feelings, and intolerance to criticism and failure. Since Instagram reinforces the ideal, as the vulnerable narcissistic patterns increase, individuals may feel more failure, emptiness and inadequacy resulting higher anxiety. These may lead being less honest with themselves, less intention to disclose, and more control behavior. It can be said that vulnerable narcissistic patterns may lead individuals to behave, act and think in a socially desirable way in which they tend to withdraw honesty, decreases intent of self-disclosure, and presenting themselves in a positive or negative manner with exercise control.



WEIGHT PERCEPTIONS AND THEIR IMPACT ON THE RELATIONSHIP BETWEEN WEIGHT AND HEALTH

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The present study analyzes the mediating role of weight distortion and weight self-criticism in the relationship between actual weight and perceived health, well-being, body satisfaction and emotional eating. 806 individuals were selected from a Portuguese national study on nutrition. They were divided into two groups according to self-reported dieting. A multiple mediation model was estimated using Structural Equation Modeling (SEM). A valid model was obtained in which weight self-criticism is a partial mediator of the relationship between weight and body satisfaction and a full mediator of the

relationship between weight and emotional eating for the non-dieter group. For the dieter group, full mediation of weight self-criticism is observed in the relationships between weight and health, well-being and body satisfaction. For weight distortion, no mediation effect is found in either group. The results highlight the importance of weight perceptions in understanding the influence of body weight on several aspects of health and well-being. The type of weight perception is also relevant. A critical attitude towards weight is more determinant than the distortion in weight appraisal.

THE COMMAND “DELETE” REALLY MATTERS DESPITE THE INTENTION TO REMEMBER: ON THE FURTHER DEVELOPMENT OF THE “GOOGLE-EFFECT”

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The mnemonic “Google-effect” consists of a tendency to forget information after the command “save” is assigned to a computer (Sparrow, Liu, Wegner, 2011). Although this phenomenon is well-documented, there is still much to learn about, especially in the context of the discussion about the impact of digital technologies on higher cognitive functions. The present study explores whether the “Google-effect” would remain if the participant has an explicit mnemonic goal to remember the material. In other words, we studied how the interaction between computer operations and the participant’s goals affects the recall of the material. We employed within-subject design with two independent variables: “mnemonic goal” (remember; do not remember; no clear goal as a control condition) and “operation” (save; delete; skip as a control condition); and one dependent variable (the delayed choice of a stimulus). Seventy student volunteers (10 males) took part in the computer game requiring identifying themselves with a private detective. At Session 1 the participants were exposed by a set of photographs representing possible offenders,

criminal instruments, and pieces of evidence. Each photograph was accompanied by a combination of a mnemonic goal and a computer command, e.g. “remember + save”. A week later, at Session 2 the participants were instructed to choose one out of four given stimuli (previously exposed + a distractor) relying upon their intuitive feeling of the wrong and right answers. According to the generalized linear model based on the absolute number of stimuli choice per participant, the significant effect of “operation” ($Z_w = 15.208$, $p < 0.001$) may be revealed. There is no significant effect neither for “goal” ($Z_w = 1.127$, $p = 0.569$) nor for “operation”-“goal” interaction ($Z_w = 8.54$, $p = 0.074$). There is a significant difference between “save” and “delete” values of “operation” variable ($Z_w = 11.993$, $p = 0.001$, $B = 0.811$). Taken together, the data show that the participants remember stimuli followed by “delete” operation significantly better regardless the goal, which was performed. Thus, contrary to our predictions, the “Google-effect” appears to have a universal influence on the level of recognition despite to the goal to remember.

DETERMINERS OF LABOR BEHAVIOR: LABOR OBJECT VS CULTURE MINDSET, S. RUBINSTEIN VS G. HOFSTEDE

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Comparison of object and cultural determiners of labor behavior is the main investigation purpose. Object as a behavior determiner was first considered by S.Rubinstein (1922). He found that subject' mentality is entirely conditioned by its interaction with the object. Another important factor which causes the performers' mindset is cultural attitudes (G.Hofstede, 1984).The main four of them are power distance (PDI), uncertainty avoidance (UAI), individualism (IDV), masculinity (MAS). The national cultural dimensions scores differ sufficiently. For example, the ratios of Russian/US scores are 36/62 (MAS), 39/91 (IDV), 93/40 (PDI) (Latova & Latov, 2007). All indicators differ by about two times. The scores are significantly connected with important labor behavior characteristics. The high masculinity suggests a proneness to conflict. The higher individualism is closely related to lower propensity to work assistance. The more power distance figure is a predictor of greater personal alienation in relations with the supervisor as well as the less readiness to interact with him/her and less satisfaction of their interrelations etc. G.Zhuravlyov and colleagues have conducted a survey of operational personnel on ergonomic

questionnaire in boiler-and-turbine workshops of Russian and US power plants (Zhuravlyov et al., 1992). Some of results of this survey concerning conflict behavior, work assistance and relation to supervisors were highlighted and reviewed from comparing perspective noted before. Given that the cultural dimension scores mentioned above sharply differ, we should expect different responses from Russian and American respondents. However, they were similar, if not identical despite significant differences in their mentality. We explain this contradiction by specific connections of team shift members with labor tools. All units of workshop equipment are operating as a single machine. This is specific feature of power equipment. It is a common labor tool connecting all member of team shift and making them interdependent on each other. This condition imposes specific rules on them. Work assistance, compromise strategy, clear personal relations and so on are obligatory framework to get final output. Both Russian and American operatives clear understand these terms and perform similarly despite their cultural differences. Labor object seems to be the most important determiner of labor behavior.

SOCIAL AND PSYCHOLOGICAL FACTORS DETERMINING YOUTH'S ATTITUDES TO CRYPTOCURRENCY

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The relevance of the study is explained by the fact that socio-psychological determinants of attitudes toward cryptocurrencies are not revealed. The objectives of the study were to verify "Attitudes toward cryptocurrencies questionnaire" and identify factors of attitudes toward Bitcoin. Bitcoin was chosen because of relative reliability and predictability compared to other cryptocurrencies (Ammous, 2018). Sample: 262 participants; aged 17 to 33; males 45%. The choice of respondents was based on research by Bohr et al., (2014). Methods: associations, "Value Scale", "The Moral Foundations Questionnaire" by J. Haidt; Money Beliefs and Behaviors Scale by A. Furnham; The Baseline Confidence Scale of L. Haff and L. Kelly. Confirmatory factor analysis proved three-factor structure of the questionnaire. A nuclear-peripheral structure of social representations about Bitcoin was formed on the basis of P. Vergès analysis of associations. A linear regression analysis showed that beliefs in the potential of cryptocurrency as a

payment instrument ($R = 0.611$; $R^2 = 0.373$; $F = 21.629$ with $p < 0.001$) are directly related to people-centered care, value of freedom and inversely related to sanctity; associated positively with confidence in the financial system and negatively in the government. Age and gender are also matter. Worries about the introduction of cryptocurrency are directly related to ($R = 0.567$; $R^2 = 0.321$; $F = 14.972$ with $p < 0.001$) a negative attitude to money, the value of self-confidence, age, confidence in financial system and government and inversely related to trust in people and money anxiety. Willingness to use cryptocurrency in perspective directly depends on ($R = 0.507$; $R^2 = 0.257$; $F = 17.676$ with $p < 0.001$) trust in money power, orientation towards independence in actions, age, gender and is inversely depends on trust in the government. The data states that the intention to use cryptocurrency is directly related to the desire for financial autonomy and distrust to social institutions.

NEEDS FOR HELP AS PREDICTOR OF DISORDERED EATING AMONG UNIVERSITY STUDENTS

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Eating disorders (EDs) are severe psychiatric conditions manifesting in extreme eating behaviors, negative affectivity and body dissatisfaction. EDs typically develop during adolescence and young adulthood afflicting mostly females. Subclinical symptoms of EDs are known to be associated with elevated risk for developing full-blown ED and various health risks. Students reporting symptoms of EDs remain often undetected in regular health examination. A duration of 10–15 years between the onset of symptoms and seeking help has been found. This study aimed to examine the students' perceived needs for help and their significance with respect to having risky ED symptoms. The data were derived from a nationwide health survey conducted among Finnish university students in 2016 with self-administered questionnaire. There were 3028 respondents in this study, 65% were female. The mean age of the respondents was 25 years. SCOFF questionnaire was used for detecting risk for EDs, General Health Questionnaire (GHQ) was used to screen psychiatric symptoms. The perceived need for help in various life areas (e.g. coping

with stress, mood, self-confidence etc) was inquired. Comparisons between low and high risk ED groups were performed with t-tests and χ^2 - tests. Categories of needs for help were studied as predictors of ED symptoms using logistic regression analysis. A total of 313 students (10.1%) scored positive on SCOFF screening. Students in high risk ED group showed more ($p=0.000$) psychiatric symptoms than those in the low risk group. Among low ED risk group the most frequent needs for help were coping with stress (24.6%), self-confidence (13.6%) and mood (13.6%) whereas in the high risk group the most frequent needs for help were in coping with stress (38.7%), weight control (35.5%) and self-confidence (33.9%). In logistic regression analyses need for help in self-confidence ($B=1.992$; $CI=1.422-2.789$; $p=0.000$), weight-control ($B=4.781$, $CI=3.513-6.507$; $p=0.000$) and mood ($B=1.532$; $CI=2.175$; $p<0.05$) emerged as independent predictors of risk for ED. Students at risk for developing EDs have more minor psychiatric symptoms. Students' needs for help in self-confidence, weight control and mood may indicate risk for developing ED symptoms.

THE LONGITUDINAL ASSOCIATES OF CYBERBULLYING AND CYBERVICTIMIZATION IN A TURKISH CYPRIOT ADOLESCENT SAMPLE

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Cyberbullying is a new form of bullying which occur through using information and communication technologies (ICTs) (Slonje & Smith, 2008). When compared with traditional victimization, cyberbullying victimization (cybervictimization) had been found to be related with more psychosocial problems (Juvonen and Gross, 2008). Although the empirical studies on cyberbullying and cybervictimization started in early 2000s, it is still valuable to make research on this field because of enduring changes in ICTs. Also most of the research in cyberbullying-cybervictimization is cross-sectional and longitudinal studies are needed to examine the risk and protective factors. Therefore the main aim of our study was to find the individual level risk and protective factors of cyberbullying and cybervictimization in a two-wave longitudinal data (time interval: one year). Based on the gaps and inconsistent results of previous research (ex: Aboujaoude et al., 2015; Dooley et al., 2015) a series of individual level factors (i.e. face to face bullying/victimization, cyberbullying/victimization, narcissism, callousness, popularity/unpopularity, status insecurity, face to face and cyber prosocial behaviors (both as recipient and giver) and media use) in Time 1 have been examined as

predictors of cyberbullying and cybervictimization in Time 2. A total of 268 adolescents (143 females, 124 males, 1 missing; Mean age=14.7, SD =.52) have been recruited from public schools which settled in two districts of Northern Cyprus. Machiavellianism Scale for Adolescents, Childhood Narcissism Scale, Face-to-Face Bullying and Prosocial Behavior Scale, Cyberbullying and Cyber-Prosocial Behavior Scale, Inventory of Callous-Unemotional Traits and Social Status Goals Questionnaire was used as measurement tools (Cronbach Alphas were between .72 and .91). The results indicated that cyberbullying in T2 was predicted by cyberprosocial behavior as giver ($\beta=-.41$), unpopularity ($\beta=-.48$), narcissism ($\beta=.23$), and status insecurity ($\beta=-.24$) in T1. Moreover unpopularity ($\beta=.39$), callousness ($\beta=-.25$), cyberprosocial behavior as recipient ($\beta=-.53$), and blog use ($\beta=-.27$) in T1 predicted cybervictimization in T2. All coefficients were standardized and significant between $p<.001$ and $p<.05$. The results indicated that cyberbullying was related with the indicators of high status in general whereas cybervictimization was suggested to be linked with lower social status, lower new media literacy and emotionality (as opposite of callousness).

YOUNG ADULTS' PERCEPTION OF DEMOCRACY AND THEIR CITIZENSHIP ATTITUDES: ESTONIAN EXAMPLE

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During the early years of the 2000s young people in Estonia were increasingly alienated from mainstream politics, but nowadays a new media was proposed as a mean vehicle for new forms of civic engagement for young people (e.g. Kaun, 2013). In a democratic, European-oriented transformation with a focus on a more liberal economy, a research question was evoked: How have Estonian young adults constructed their citizenship attitudes and perception of democracy indicators? 360 university students

aged 18-30 were examined by Citizenship Behaviour Questionnaire by Zalewska & Krzywosz-Rynkiewicz (2011) and scale of democracy indicators by V-Dem report (2018). Estonian data were analysed from three study areas: (1) young adults perception of democracy indicators, (2) profiles of young adults' democracy behaviours and (3) relationship between perception of democracy and citizenship activity.

CONCERN AND EXPERIENCE OF AGGRESSION AND VIOLENCE IN THE WORKPLACE OF PRIVATE SECURITY PERSONNEL: EFFECTS ON SUBSTANCE USE, PSYCHOSOMATIC HEALTH AND TURNOVER INTENTION

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Aggressive and violent acts were identified as a major threat to workers' health and well-being. Negative effects on sickness absence, decreased productivity, and turnover intention highlight also the economic importance. Although aggressive and violent incidents constitute a main issue of private security work, research in this field is sparse. In a cross-sectional online survey with 683 German-speaking security guards, we assessed a) the prevalence of different facets of workplace aggression/violence; b) associations with employees' substance use, psychosomatic health and turnover intention; c) the mediating role of concern about workplace aggression/violence with respect to a stressor-strain model. We further incorporating the assumption, that concern about aggression/violence can have similar effects as actual exposure. Predictors comprised an exposure index (physical attacks, witnessed

attacks, verbal threats, sexual harassment; $\alpha[4]=.70$), and the concern about aggression/violence [1]. Outcomes were assessed by established instruments: turnover intention ($\alpha[4]=.90$), psychosomatic health ($\alpha[12]=.87$), and substance use (alcohol [1], cigarettes [1] and pharmaceuticals [1]). For the past 12 months, high prevalence were reported (verbal threats 53 %, witnessed attacks 38 %, physical attacks 31 %, sexual harassment 5 %) and substantial or extreme concern about aggression/violence was expressed (23 %). Spearman's rank order correlations showed positive associations of concern about –and the experience of– aggressive/violent incidents with smoking ($r = .11$; $p < .01$ / $r = .15$; $p < .01$) and increased use of pharmaceuticals ($r = .22$; $p < .01$ / $r = .18$; $p < .01$). Excessive alcohol consumption was only associated with the actual exposure to aggression/violence ($r = .11$; $p < .01$). Both

concern and exposure showed positive effects on psychosomatic health ($r = .20$; $p < .01$ / $r = .26$; $p < .01$) as well as turnover intention ($r = .12$; $p < .01$ / $r = .11$; $p < .01$). Concern mediated the effect of aggressive/violent experiences on psychosomatic health (indirect effect, .03; 95%-

Boot-CI [.03; .09]) but not on turnover intention. Our data contribute to the sparse research on private security work by providing prevalence and effects on key constructs, especially for the German-speaking industry.

PAIN PERCEPTION IN BORDERLINE, HISTRIONIC AND SCHIZOTYPAL PERSONALITY DISORDERS

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Anecdotal clinical evidence suggests that patients with Personality Disorders (PDs) might report and experience greater pain than other patients. A relatively new line of research has been focusing on acute and chronic pain perception of individuals suffering from Borderline Personality Disorder (BPD). To the author's knowledge, there is a lack of research in the current literature regarding pain perception and other types of PDs. The aim of the present study was to explore any potential association between the perception of acute pain of individuals with BPD, Histrionic and Schizotypal PD Characteristics. In order to investigate those associations, a quasi-experimental, between-subject design was implemented. We recruited 52 participants for the needs of our study. The independent variable of the study was the PDs

traits and the dependent variable was pain perception, as it was assessed by the use of PDQ-4, SF-MPQ, Pain Threshold and Tolerance and Galvanic Skin Response. Pain was induced by using a cold-pressor task and was evaluated by physiological and behavioural self-report tools. The results of our study showed a significant association between Histrionic PD and McGill 1 and 2 task results. To the author's knowledge, this is the first study that investigates the relationship between Histrionic PD and acute pain perception. No significant results were produced regarding pain perception in relation to BPD and Schizotypal PD. Our results should await confirmation by larger studies. The limitations of our study were thoroughly assessed and guidance for future research has been provided.

TESTING CLASSICAL ASSUMPTIONS OF COGNITIVE DISSONANCE THEORY ACROSS TURKEY, ETHIOPIA, AND KENYA

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Cognitive dissonance theory (CDT) is one of the most influential social psychological theory which implicitly or explicitly has affected the formulation of many Western-based psychological theories and models. However, some of the cross-cultural studies have challenged the universality of basic assumptions of CDT that the dissonance based experiences are basically individualist Western phenome. The cross-cultural studies which mostly yielded inconsistent findings about cultural validity of CDT were based on comparing individualist culture (e.g., USA or Canada) with East Asian culture. Surprisingly, there was almost no study to test the basic assumptions of CDT experimentally across different "collectivist" cultural contexts. Therefore, the main purpose of the current study is to test the classical assumption of CDT experimentally in Turkey and African cultural context (Kenya and Ethiopia). Different reformulations of CDT with different types of dissonance have been offered after the original cognitive dissonance formulation (Festinger, 1957). However, to test validity of original cognitive dissonance assumptions in which aversive feelings of dissonance based on

particular inconsistencies that related to attitude change, current study basically used one of classical experiment paradigm ("attitudinal effect of justification") developed by Freedman (1964). A total of 440 participants from each country (Turkey, Kenya, and Ethiopia) were randomly assigned to different justification groups while doing an unpleasant task. The unpleasant task which mainly involved evaluating very long and different tables were developed for this study to make sure cultural equivalence of manipulation. Using justification and timing of justification as predictor variables, we conducted a 3 (justification: high, low vs. no) X 2 (timing of justification: after vs. before task) ANOVAs within each cultural groups separately to test hypotheses. The overall findings supported the main assumption of CDT in which participants in the high justification and control conditions rated the task as boring compared to participants in the low justification condition across the countries. However, findings based on different dependent variables (e.g., willing to participate in a similar task or recommending the task to others, etc.) were not consistent with CDT assumptions.

TELEMEDICINE SERVICE: COUNSELING REQUESTS

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Online psychological counseling is a new medium that is quickly becoming commonplace (Barak & Grohol, 2011). It has been shown to rival traditional face-to-face counseling practices in terms of effectiveness (Barak, 2008; Berger, 2015; Reynolds et al., 2016; Richards & Vigano, 2013). Obviously, there are new challenges and dilemmas presented by this channel of communication between the counselor and client: from ethical issues (Barsky, 2016; Reamer, 2013) to ways of improving effectiveness (Barak & Grohol, 2011; Weatherford et al., 2016). Clinic PrimaMedica has a team of psychologists. Our counselors has commenced online practice at platform Yandex.Health in June 2018. In the first 4 months of service, the team of 11 psychologists (representing a wide range of counseling approaches – from dialectical behavior therapy to art therapy to neuropsychology) delivered 494 counseling sessions. The current study includes a

descriptive analysis of client demographics and psychological problems the clients identified as their key reasons for seeking help. Among the clients that requested counseling, age ranged from 18 to 52 year with the modal category of 29 years of age. Just over half of all clients were males. This latter finding is especially surprising as males comprise a clear minority of clients in face-to-face counseling practice. Among key reasons for seeking help, affective problems (such as anxiety/panic attacks, fear, anger, guilt/shame, distrust, etc.) constitute two thirds of all counseling requests. Further analyses reveal additional information about counseling requests. Overall, we find that: 1) our online counseling helps males seek psychological help they otherwise would not ask for, 2) people mostly seek help with their emotional life rather than with their behaviors or interactions with others.

HOW IT WAS TOLD OR WHAT: THEORY OF MIND IN NARRATOR'S POSITION REINTERPRETATION OF OTHERS' MEMORIES RETOLD

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Storytelling supports the Theory of Mind (ToM) construction in childhood (Miller, 2012; Guajardo, Watson, 2002). Can the high performance in Theory of Mind test in adults («Reading the mind in the eyes» RMIE scores, Baron-Cohen et al., 2001) predict better understanding and memorizing shared personal stories? Autobiographic memories are coded, contextualized and exchanged in forms of self-narratives, and its narrative structure is as important as its content. Do we keep in mind the narrator's position as well as a theme of the narrated story or do we reinterpret it according to our own cognitive schemas? Does our ToM promote memorizing it from author's point of view? Method: 25 dyads of young adult peers shared 3 autobiographical self-narratives (about personal childhood, present life situation, and possible future), and listened to several experimenters' stories constructed in different narrative structures (proactive/defensive type, optimistic/pessimistic tone, agency/communion

theme, and redemption/corruption consequence). Half of the participants also used RMIE stimuli as associations to memorize stories. In a week, participants came back and retold all the stories to the experimenter. We compared the concordance of narrative structure (coded by two experts) measured in groups of different RMIE performance, and procedures of memorizing (MANOVA, Chi-sqr). ToM performance in adulthood works as a mediating factor of narrative positions understanding and memorizing (in case of high and average level of ToM). Association with images of eyes of a motivated and emotional person increases narrator's positions reconstruction in retold stories (differently in case of different narrative structures, more in the average level of ToM group). High intra-individual concordance of self-narrative scheme results in more frequent reinterpretations of others' narrative position. Results discussed in the frame of Dialogical Self (Hermans, Hermans-Jansen, 1995) valuation theory.

GAMIFICATION IN EMPLOYEE RECRUITMENT AND SELECTION

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Our study explores the validity of a game-based assessment method assessing candidates' soft skills. Using self-reported measures of performance (job performance, OCBs and GPA), we examined the criterion-related and incremental validity of a game-based assessment, above and beyond the effect of cognitive ability and personality. Our findings indicate that a game-based assessment measuring soft skills (adaptability, flexibility,

resilience and decision making) can predict self-reported job and academic performance. Moreover, a game-based assessment can predict academic performance above and beyond personality and cognitive ability tests. The effectiveness of gamification in personnel selection is discussed along with research and practical implications introducing recruiters and HR professionals to an innovative selection technique.

EFFECTS OF DIALECTICAL BEHAVIOR THERAPY SKILLS GROUP ON MOOD AND RELATIONAL SKILLS OF PATIENTS WITH SUBSTANCE DEPENDENCE DISORDER

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Dialectical Behavior Therapy (DBT) A group of patients with substance dependence disorder received a modified version of the DBT skills training group. The participants were 18 to 34 years old 9 males who were followed up in inpatient and outpatient clinics in a major state hospital in Istanbul for treatment. The participants had poly-substance dependence and comorbid diagnoses including ADHD, major depressive disorder and antisocial personality disorder. Participants were asked to refrain from using substances during the study. Random 15 urine tests were gathered to determine substance use status. Patients with mental

retardation and psychosis were excluded from the study. Patients completed a 20-week DBT skills group only modified for substance abuse disorders. Beck Depression Inventory (Beck, et al., 1988), Difficulties in Emotion Regulation Scale (DERS, Gratz & Roemer, 2004) and Interpersonal Problem Solving Scale (Cam & Tumkaya, 2007) were administered pre and post treatment. Findings showed a significant decrease in depressive symptoms from pre-treatment to post-treatment. The practical and clinical implications of the study will be discussed in relation to the DBT literature for substance dependence groups.

PARENTAL INVOLVEMENT IN VOCATIONAL SELF-DETERMINATION AND PERSONAL PROFESSIONAL PERSPECTIVE IN ADOLESCENCE

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The vocational self-determination of adolescents in modern Russia becomes a family task as it requires the resources of the teenager's family (Konshina, 2018). In recent years, many foreign researches are devoted to the role of the parental family involvement to the vocational self-determination in adolescence. The "Parent Career Behavior Checklist" (Keller, Whiston, 2008) was created to measure the parental involvement ("Support" and "Actions") to the vocational self-determination in adolescence. The parental involvement positively correlates to career decision making self-efficacy and career maturity in adolescence. The study was aimed to explore the Adolescents' Personal Professional Perspective (APPP) (Klimov, Pryazhnikov) formation due to parent career behavior. 190 pupils (89 male, 101 female), age 15-17, from Moscow schools (9th – 11th grades) participated in the research. Five groups of adolescents with different perception of parent career behavior were distinguished: "Highly involved parents" (43%), "Interested parents" (21.1%), "Detached parents" (13.7%), "Involved mother and Distant father" (12.6%), "Distant mother and Involved father" (9.6%). The results showed that adolescents, whose parents are perceived as "Interested" in their vocational self-

determination, demonstrated the lowest average scores of the APPP components. The highest scores of the APPP "Professional choice", "Value-semantic orientations", "Orientation in the socio-economic situation", "Opportunities", "Overcoming obstacles" were shown by adolescents that perceive their parents as "Detached". Adolescents from this group may be forced to independently build their personal professional perspective. The group of adolescents with "Very involved parents" showed the highest scores of the personal professional perspective components "Goal-setting" and "Overcoming obstacles". Probably, adolescents from this group can count on the support and involvement of their parents, including financial support, and by the way can improve their professional plans for the long term. Adolescents perceiving their parents as less involved in their professional self-determination show a higher level of orientation in the socio-economic situation and a more adequate level of aspirations. Probably, the situation of the forced necessity of vocational self-determination in adolescence contributes the active search for information about the current situation in the world and the formation of an adequate level of claims.

AMBIVALENCE TO ORGANISATIONAL CHANGE AND EXHAUSTION: THE MODERATING ROLE OF JOB CRAFTING

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Change recipients' reactions to change are of critical importance for change success. Many studies explored these reactions antecedents and outcomes but failed to recognize that reactions to change are not 'black and white' (i.e. support or resistance to change but may involve both positive and negative evaluations of the change at the same time. Ambivalence is defined as an attitude comprising both positive and negative reactions to an object (Kaplan, 1972). The purpose of this paper is to explore change recipients' ambivalence in an organizational change context. More specifically, ambivalence to change can be perceived as a stressful factor by the employees because there is the requirement to invest the effort to adapt to it. Therefore, it is hypothesized that ambivalence would be positively related to the daily levels of employees' exhaustion. The second set of hypotheses is related to the moderating role of job crafting. Job crafting has been recognized as a strategy that facilitates adaptation to organizational change because job crafters deal with new and threatening situations effectively by

regulating their work environment (Petrou, Demerouti, & Schaufeli, 2018). Specifically, within an organizational context, job crafters may deal with change by seeking job resources, by seeking challenges, or by reducing demands. The survey sample consisted of thirty-seven employees who participated in a diary study completed a set of questionnaires for five working days. Participants were office employees of a large cosmetics and natural beauty products international company recently acquired by a Spanish giant. At the time of the study, the employees were experiencing changes as a result of the acquisition. The results of the data collection confirmed the positive relationship of ambivalence and daily exhaustion. Results also showed that the only dimension that moderated the relationship between ambivalence and change was reducing demands. Discovering whether there are other reactions such as ambivalence and how these are related to positive change outcomes may reveal important conditions that can explain how can a change initiative be managed and supported.

IDENTIFYING THE KEY BELIEFS UNDERLYING ADAPTATION TO HEAT IN QUEBEC'S ELDERLY POPULATION

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Temperatures caused by heat waves can have a deleterious effect on human health, most notably on the elderly, as they often present physiological factors making them more vulnerable to heat (Tairou et al. 2010; Cheng et al. 2018; Glass et al. 2018). This intolerance to high heat is exacerbated by the fact that despite their vulnerability, the elderly do not necessarily perceive themselves as being more vulnerable than others (Kalkstein and Sheridan 2006; Bélanger et al. 2014). As risk perception is often linked to the adoption of adaptive behavior, this could hinder their adaptation to our changing climate. Thus, using the theory of planned behavior (Ajzen 1991, 2005) and some variables from the health belief model, this study aimed at developing a better understanding of the key behavioral determinants of older people in the adoption of pro-adaptive behaviours to protect themselves from periods of high heat. Using a

telephone sample of 1,002 persons aged 65 years or more, this quantitative study allowed us to explore the decision-making process of seniors in a way that led us to illustrate specific variables that could be targeted for awareness raising. Our results show that all three proximal factors of the theory of planned behavior (i.e., attitude, social norms and perceived control) had a statistically significant effect on the elderly intention to adapt. More so, behavioral intentions were a significant predictor of the adoption of adaptive behaviors. This information could help in the creation of personalized messaging, designed to target specific beliefs shown in our study to have an impact on the elderly's intention to adopt adaptive behaviors. Our study shows that increasing elderly people's intention to adapt should increase their adaptation to high heat, which could help protect the health of this at-risk population.

ORGANIZATIONAL JUSTICE, JOB SATISFACTION AND COMMITMENT: EXPLAINING UNDERLYING MECHANISMS THROUGH QWL AND PSYCAP

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Justice or a sense of fairness is an essential element at creating a positive workspace. Further, organizational justice has been identified as an antecedent of job satisfaction and organizational commitment. However, there is silence regarding the underlying mechanism governing these relationships within this

literature. Positive psychology has gained ground since more than a decade and is becoming increasingly warranted given the negativity encapsulating many of today's organizations. Thus, standing on the theoretical premises of the social exchange perspective and the conservation of resource theory, we identified

that quality of work life (QWL), and psychological capital (PsyCap) mediate the influence of organizational justice on job satisfaction and organizational commitment. We tested our mediation model on a sample of 440 employees from the Indian industry. Standardized measures of the key variables were used. Our findings unfold the underlying mechanism, wherein QWL and PsyCap mediates the influence of

organizational justice on job satisfaction and organizational commitment. Firstly, our findings advances the knowledge on job satisfaction and organizational commitment. Secondly, it provides an impetus to research in this domain by identifying QWL and PsyCap as intervening variables. In addition, the implications are brought about by explaining organizational justice in the context of positive psychology.

THE EFFECT OF SOCIAL DISTANCE AND DIFFERENT MORAL CONTEXTS ON PERCEPTION OF INTENTIONALITY AND MORAL EMOTIONS

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Classical attribution bias theories posit that people tend to attribute less intentionality toward themselves and also in group members. Later developed Construal Level Theory (Eyal, Liberman and Trope, 2008) approached attributions as different construals affected by psychological, temporal or social distances. It was claimed that different construals would have an effect on moral judgments as well. Perception of intentionality is also a very essential component of moral judgments and has been studied in moral psychology, however, the importance of context is overlooked both explaining moral judgments and perception of intentionality. Shweder, Much, Mahapatra and Park (1997) elaborated morality in context and culture dependent and articulated that moral judgments can change across cultures and individuals. Later on, Rozin, Lowery, Imada and Haidt (1999) found that even emotions felt towards moral violations can differ across different moral contexts explaining Autonomy-Anger, Contempt-Community and Disgust-Divinity link (CAD-triad). This research aimed to

connect attribution bias and Shweder's three moral ethics and sought to find interaction between moral domains and social closeness within perception of intentionality. Also, connection between moral emotions and different moral domains and the importance of social closeness were investigated. For this purpose, an experimental design was constructed and social distance and moral ethics contexts were manipulated and change in the perception of intentionality and moral emotions were analyzed. As expected, results demonstrated attribution bias in Autonomy and Community violation evaluations but not in Divinity violations. Moreover, Autonomy-Anger, Disgust-Divinity links were revealed but Contempt-Community relation was not observed. Findings showed different results when social closeness was placed in the interaction. When the CAD-triad was analyzed with different social distance conditions the link between Disgust-Divinity link in close condition was lost. Possible explanations were discussed in terms of theoretical perspectives.

AVOIDING MECHANICAL RESTRAINT ON PSYCHIATRIC PATIENTS IN ITALY: A CASE-STUDY ON ORGANIZATION IN A “NO RESTRAINT” WARD

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Mechanical restraint is a widely used practice in Western psychiatric wards. Some studies have underlined the clinical risk of restraint procedures, as well as the impact on the care process and on the well-being of the healthcare team. For these reasons, policies of reduction and abolition of restraint practices are currently implemented in many countries. This contribution intends: (i) to summarize the Italian and international situation regarding the use of restraint in mental health services; and (ii) to present the results of an organizational analysis conducted on one of the few (21 on 285) Italian psychiatric wards where mechanical restraint devices are avoided. The aim is to investigate the key points of a “no restraint” choice, which may be extended to other mental health care structures. Research questions: How is the ward organized? How are “crises” (e.g. aggression by

patients) faced by the team? Methodology: qualitative case study, ethnography (six-week long participant observation, interviews), constructivist grounded theory approach. Participants: 8 medical assistants, 15 nurses, 5 psychiatrists. Data analysis procedure: analysis of field notes and interviews (N-Vivo). Results show that key points of the ward organization are: – strong cohesion and “sense of the group” between staff members; – motivational, ideological and historical factors; – functional protocols of management. Understanding and reducing the use of restraint practices should be a relevant scientific objective for research in the psychological field, both clinical and organizational. This research may be useful in order to implement mental health policies, services and systems.

THE PROCESS OF FORMING A 3D IMAGE OF AN OBJECT IN THE BRAIN AS A CONNECTOM

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To study the temporary process of forming a 3D image of an object in a person's memory by its circular perception. The formation of an image of a 3D object differs from the formation of an image of a 2D object. The 3D trajectory of the perception is registered in a computer in the process of the circular perception of the 3D object. Further parametric analysis of the trajectory is performed and segments are located.

The experiment showed that the subject at the beginning of the perception covers the surface of an unfamiliar object with a network of "places of interest". Therefore he: a) primarily mentally covers the scope of his future perception space – honeycomb (as in the study of 2D space established by John O'Keefe, May-Britt Moser, Edvard Moser); b) randomly starts the perception by rotation, the percept honeycomb remembers regardless of the result, so as not to percept them again; c) when he detects a place of interest, he stops and comprehends; d) after

reflection, remembers the picture of the place as a photo and emotion; i) makes a maneuver in the place of perception, leaves the place and randomly starts a new search, examination of new honeycombs, in view of the revision of the place already found.

The process of forming a 3D image of an object in the brain as a spatial phenomenon can be considered as a hard-ware (connectom) of this object. The topology of an image of an object is formed as a network of vertices of a graph (a network of hubs) and a network (like "walkways" between hubs), vector-defined edges of the graph; vector set edges of the graph; it is not affected by the sequence in which subjects pass through places of interest, but only their vector topology relative to each other. The separate connectom is formed for each object for a homogeneous representative group of subjects.

CAPTURING ENGAGEMENT AMONG TEACHER IN THE STATE-OWNED INCLUSIVE SCHOOL

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This study aims to describe the characteristics of teachers' engagement toward inclusion. Research question is how the characteristics of teachers who are engaged with the inclusive school. Case study designs are used to depict research phenomena. The total participants were 19 people. Data was collected through FGDs and interviews. Data analysis followed the Yin case analysis step (2009). Categorical theme as research findings illustrate the characteristics of teachers who have an engagement toward inclusion. The categorical themes include devoting attention in teaching, creativity in teaching strategies, selfless sacrifice in work,

fulfilling oneself with positive emotions while interact with students, attention and emotional closeness with students, collaboration with shadow teachers, open communication with parents, and becoming an inclusion agent. The findings indicate that engagement as a psychological state shows strong affective tone, high levels of arousal, absorption, and the outpouring of energy to work. Considering the characteristics of teachers' engagement from this research findings to be an important basis for elaborating on further research on processes, factors, and the impact of teacher attachments toward inclusion.

EVALUATION OF A BRIEF, AVATAR-GUIDED ACT-BASED INTERVENTION FOR CHRONIC PAIN MANAGEMENT

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Acceptance and Commitment Therapy is an empirically supported intervention for the management of Chronic Pain. Increasing demands for cost reduction in healthcare services in addition to obstacles regarding physical access to treatment, highlight the need for innovative, cost-reducing, digital self-management interventions. Low adherence, nonetheless, is a significant challenge often faced in digital interventions, which may impact treatment effectiveness and result in high dropout rates. Very few digital interventions appear to be planned for adherence a-priori, when designing an intervention. In addition, there is a lack of brief digital interventions with minimum human contact, in the field of CP. The purpose of this study was to design an adherence focused, brief, Avatar-led intervention for CP management and evaluates its effectiveness. Sixty-four participants were randomly allocated to an intervention group

(ALGEApp) or an active control group (relaxation techniques). Both groups significantly contributed to improvements in the short-term on primary treatment outcomes of pain daily interference, quality of life, secondary treatment outcomes of mood and process outcomes of acceptance and psychological flexibility. However, AlgeaApp demonstrated these improvements to a greater extent than the control. Satisfactory adherence and completion rates were found in favor of the ALGEApp intervention group, compared to digital trials literature. Overall, the brief Avatar-led ACT-based intervention appeared to be well accepted by chronic pain sufferers. We hope to shed more light on the potential of brief and innovative planned-for-adherence digital interventions, on reaching and engaging users who may not have easy access to treatment, while providing a set of skills to help them manage their pain through a home-based self-care approach.

CLASSROOM CHALLENGE : DOES SELF REGULATED LEARNING PREVENT STUDENTS TO DO CYBERSLACKING?

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Internet access in the university campus influences study behaviour of university students in the classrooms. Students use internet during lectures not only for academic purpose but also for non-academic purpose. The tendency to access internet for non-academic material during lectures is defined as cyberslacking. Students' cyberslacking is considered as a challenge for lectures to encourage students' engagement in the classrooms. Some researches mention that self regulated learning (SRL) influences cyberslacking behaviour. Self regulated learning is students capability to direct their cognition, affection and behaviour to achieve their learning goals. Students with high self regulated learning tend to focus internet use for accessing study materials during lectures. SRL are included capacity to regulate motivation, regulate effort, planning, attention focusing, task strategies, using additional resources and self instruction. Participants in this study are students from the Faculty of Medicine, Nursing and Pharmacy as those Faculties are in the area of health treatment that involve some ethics in their field of

study. This research aims to explore the relationship between students cyberslacking behaviour in regard to self regulated learning which is considered as important factors in learning. Participants are university students in the faculty of Medicine, Nursing and Pharmacy (N = 405). Data were collected using cyberslacking scale and self regulated learning scale. Cyberslacking scale and self regulated learning scale have Cronbach Alpha coefficient of 0.925 and 0.759. Results show that there is a significant correlation between cyberslacking behaviour and self regulated learning ($r = 0.22$, $p < 0.000$). Self regulated learning correlates with cyberslacking behaviour. Students with high SRL are more focus during lectures so that they prevent to access internet for non-academic materials. In contrary students with low SRL tend to use internet for non-academic purpose such as social media, news, entertainment websites and gaming. Further research of cyberslacking behaviour should consider internet literacy to enhance self regulated learning for more academic access purpose.

CROSS-CULTURAL STUDY OF ATTITUDE OF COMPANY EMPLOYEES TO MANIPULATIONS OF MANAGERS

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Currently manipulations are a common phenomenon throughout the world. They are represented in all life spheres of society, including the working relations. At the same time, with the emergence of transnational companies, it became clear that in order to study the relationships of employees in them one needs to understand the characteristics of their national cultures. The goal of our work was to study the means of manipulative influence of Russian and British managers, and the attitude of their subordinates towards it. The survey and the method of expert assessments were taken as the main methods. A total of 393 people took part in the study. The study results showed that, despite the existence of socio-cultural differences in the managers' choice of the manipulative means and

the attitude of their subordinates towards it, generally there was a low relationship satisfaction in groups where managers had a manipulative style of management. At the same time the most preferred relationships both for the employees of Russian and British companies were ones based on dialogue. The study shows that, on the one hand, relationships are determined by the socio-cultural characteristics, on the other hand, there are forms of communication that are unacceptable to people regardless of their cultural background. Such as manipulations. Based on the received data, dialogical relationships that underlie democratic relations can contribute to the unity and integration of people not only in business relations.

PSYCHODIAGNOSTIC PRACTICES IN RUSSIA AND BEYOND

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Although the Diagnostic and Statistical Manual (DSM-5) and International Classification of Diseases (ICD-10) in their current editions are widely distributed internationally and provide a common diagnostic language for mental health clinicians, it is unclear to what extent clinicians in various countries appropriately apply the criteria provided by these manuals. In the current ongoing study, we provide clinicians (clinical psychologists and psychiatrists) in five countries (Russia, Australia, Serbia, Italy, and Turkey) with three different clinical vignettes of patients depicting an affective, an anxiety and a psychotic disorder profile that meet DSM-5/ICD-10 criteria and ask them to provide a preliminary diagnosis. For the preliminary findings with our Russian sample (N=42; 76.2% female; 23.8% male), most participants identified as clinical psychologists or psychologists (58.5%) and the remainder as psychiatrists (41.5%). Both clinician subsamples were similar in age (Overall M=35.56; SD=8.67) and years of training (Overall M=7.95; SD=2.68) in their respective fields. Due to differences in training emphases, we expected psychiatrists to be more accurate in their clinical impressions than psychologists and to use diagnostic manuals more frequently. Our expectations were generally supported. Psychologists were more

frequently incorrect (52.0%) than psychiatrists (18.8%), for the affective disorder case vignette, $X^2(1, N=41)=4.53, p=.03$. This same pattern was found with the anxiety disorder vignette (psychologists incorrect=75.0%; psychiatrists incorrect=35.3%), $X^2(1, N=41)=6.46, p=.01$. However, despite frequent errors for both groups, there was no difference for the psychotic disorder vignette (psychologists incorrect=47.6%; psychiatrists incorrect=58.8%), $X^2(1, N=38)=0.47, p=.49$. Another difference emerged in the use of manuals (DSM or ICD). There was a non-significant trend for psychiatrists to use them more often (47.1%) than psychologists (20%) for the first case, $X^2(1, N=42)=3.47, p=.06$. This trend became significant for the second case vignette (psychiatrists= 52.9%; psychologists=16.0%), $X^2(1, N=42)=6.4613, p=.01$, as well as the third vignette (psychiatrists=64.7%; psychologists=4%), $X^2(1, N=42)=18.27, p<.001$. In sum, clinicians do not consistently apply international diagnostic criteria, and this pattern may be more pronounced for psychologists in Russia. Educational, regulation, and training differences and cultural-historical factors may partly explain these findings. Study limitations, future research, training standards, and clinical implications are discussed.

REFERENCETO AS A PREDICTOR OF AN INDIVIDUAL'S ACTIVITY IN THE GROUP

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Referenceto as a predictor of an individual's activity in the group e. i. kuzmina professor of psychology Department, military University of The Ministry of defence of the Russian Federation The correlation of reference and activity is carried out from the standpoint of the subject-activity theory of S. L. Rubinstein, the reflexive-activity approach of E. Kuzmina, the concept of activity of N. F. Dobrynin, referential theory of G. Hyman, T. Newcomb, R. Merton. Relationship activity and referenceto was detected in the experiment conducted by Z. Kuzmina with students UGPI (20 study groups) using author's method: self-assessment (based on the method of semantic differential Osgood) and value orientations (Z. Kuzmina, 1973), referentially and sensorimotor integrator, mounted by V. Nikolayev on the basis of the principle by F. Gorbov. It turned out that the most referential members of the group assumed the function of decision-making of the joint problem under uncertainty. With the help of the reference method and sensorimotor integrator the core of the collective was revealed (Kuzmina Z., 1987),

which includes the most referent members of the group. The study conducted in the special purpose units (Kuzmina, Kholmogorov, 2011) revealed a moderate relationship between the reference index of the group and the group performance ($r=0.887$, at $p<0.01$); it is proved that the core of the team increases the activity of group members in achieving socially significant goals. In the business game on the basis of self-assessment and reference was carried out the free choice of the core team. Perception of own activity and efficiency leads the subject to self-assessment as significant in the reference group, in the country, in the world. Literature: 1. Kuzmina E. I., Kholmogorov V. A. Group referenceto. — M.: Ugresh printing house, 2011. — 193 p. 2. Kuzmina Z. V. The core of the collective Psychology of a developing personality. M.: Pedagogy, 1987. — 240 p. Chapter 8, P. 134. 3. Kuzmina Z. V. Research of features of self-assessment of the personality in the conditions of success and failure: dis abstract. for the degree of candidate of psychological Sciences. (19.00.01) /MGPI. — M., 1973. — 17 p.

WHICH ACTIONS LEAD TO AFFECTIVE WELL-BEING: SHORT-TERM EFFECT OF MOTIVES FOR ACTIONS ON AFFECTIVE STATES

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Happiness is experienced to greater extent when engaged in some activities compared to others (Waterman et al, 2008). Previous research has been inconsistent regarding the relationship between activities and happiness. Some research findings show that hedonic motives are related more with positive and negative affect than eudaimonic (Huta & Ryan, 2010) whereas other studies show that only eudaimonic behaviors are associated with greater positive affect (Steger, Kashdan, & Oishi, 2008). The aim of this study was to explore the effect of motives on positive and negative affect, both on intraindividual at interindividual level. A sample of 121 students (87 female, aged from 18 to 25) completed three questionnaires: PANAS (Watson et al., 1988), motivation for activities (Huta, 2007), and orientations to happiness (Peterson et al., 2005). The dispositional level scales were administered at the beginning of the study. In the experience sampling study participants specified current activities and motives for engaging in these

activities and assessed their affect five times a day for seven consecutive days via hand-held devices. The data were analyzed using hierarchical linear modeling. Hedonically motivated activities decreased negative affect more than eudaimonically motivated activities. This effect is more pronounced for participants with generally higher negative affect. Motivation for activities had no effect on positive affect. Furthermore, there were no delayed effects of motives on affect, at least when delays within the same day were analyzed. On the interindividual level, both hedonic and eudaimonic motives are weakly related only with higher positive affect. The findings show that hedonically motivated activities contribute to affective well-being by reducing negative rather than increasing positive affect (based on intraindividual level result). Regarding eudaimonically motivated activities, which are related to long term goals, future studies should explore longer periods of time and analyze more specific activities.

TELEMEDICINE SERVICE: COUNSELING REQUESTS

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Online psychological counseling is a new medium that is quickly becoming commonplace (Barak & Grohol, 2011). It has been shown to rival traditional face-to-face counseling practices in terms of effectiveness (Barak, 2008; Berger, 2015; Reynolds et al., 2016; Richards & Vigano, 2013). Obviously, there are new challenges and dilemmas presented by this channel of communication between the counselor and client: from ethical issues (Barsky, 2016; Reamer, 2013) to ways of improving effectiveness (Barak & Grohol, 2011; Weatherford et al., 2016). Clinic PrimaMedica has a team of psychologists. Our counselors has commenced online practice at platform Yandex.Health in June 2018. In the first 4 months of service, the team of 11 psychologists (representing a wide range of counseling approaches – from dialectical behavior therapy to art therapy to neuropsychology) delivered 494 counseling sessions. The current study includes a

descriptive analysis of client demographics and psychological problems the clients identified as their key reasons for seeking help. Among the clients that requested counseling, age ranged from 18 to 52 year with the modal category of 29 years of age. Just over half of all clients were males. This latter finding is especially surprising as males comprise a clear minority of clients in face-to-face counseling practice. Among key reasons for seeking help, affective problems (such as anxiety/panic attacks, fear, anger, guilt/shame, distrust, etc.) constitute two thirds of all counseling requests. Further analyses reveal additional information about counseling requests. Overall, we find that: 1) our online counseling helps males seek psychological help they otherwise would not ask for, 2) people mostly seek help with their emotional life rather than with their behaviors or interactions with others.

ASSESSING THE BAP: PAST AND FUTURE RESEARCH

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The broad autism phenotype (BAP) refers to a set of subclinical behavioral characteristics qualitatively similar to those presented in autism spectrum disorders (ASD) but milder in their expression. This phenotype has been observed not only in relatives of people with ASD but also within the general population. Recently, it has been suggested that the studies with the BAP population could help to gain a better understanding of the developmental trajectories of autistic tendencies (Landry and Chouinard 2016). However, before conducting these studies, it is necessary to develop specific tools for measuring this phenotype in the general population. Precedent available questionnaires have reported bad psychometric properties and multiple factor structures different from the BAP or ASD current DSM-V definition. In two previous studies, we adapted one of the most worldwide used questionnaires to assess the BAP, the Broad Autism Phenotype Questionnaire (BAP-Q; Hurley et al., 2007) to the Spanish population and we assessed its psychometric properties using

both exploratory factor analysis (from the classic theory; Godoy-Giménez et al., 2018) and Rasch analysis (item response model). Our previous analyses revealed that the BAP-Q has some factor malfunctioning, which is in line with previous literature. Likewise, the Rasch analyses indicated that BAP-Q items have shown higher levels of BAP severity than those presented by the community sample. Considering the above-mentioned information, we highlight the need to develop new specific tools which assess the BAP in accordance with the most current ASD definition in the DSM-V. Accordingly, we propose that these new tools should conceptualize the ASD and the BAP in the same spectrum and differentiates them in terms of severity. This research was supported by a grant (PSI2015-65248-P) from the Spanish Ministry of Economy and Competitiveness, co/founded with ERDF (FEDER) funds. MGG is supported by a pre-doctoral grant by the Ministry of Education, Culture, and Sport (FPU2015-01562).

'GOOD', 'HAPPY', 'SUCCESSFUL', 'RIGHT' AND 'GENUINE' CHOICES: WHAT'S THE DIFFERENCE?

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In spite of importance of choice processes in our life, they rarely become a special object of psychological research. Firstly, most approaches focus on the result, rather than on the process of choice and aspects of its experience; however, the way the choice is made matters most. Moreover, choice quality is considered as objective, rather than subjective category; nevertheless, subjective experience of choice is not the same as its external evaluation. Further, choices are usually analyzed "in general" – however, choices of different subjective significance and quality radically differ by their phenomenology (Fam, 2015). And, finally, for scientific study, choices are mainly simulated in special lab conditions – though real life decisions differ a lot from those modeled in labs. In the current study we aimed to investigate differences in the subjective experience of various "high"-quality choices (HQC) made in real life situations. We asked respondents (N=455, tested online) to make free descriptions of five types of HQC (how they understand 'good', 'happy', 'successful', 'right' and 'genuine' choices) by finishing the following sentences: "As for me, this choice is...". Analyzing the data, we used content analysis, expert

groups, phenomenological analysis and psycholinguistic analysis of text (Linguistic Inquiry and Word Count program (Pennebaker et al., 2015)). According to results, a 'good' choice is associated with lack of regret and other negative feelings, bad consequences, harm for oneself and others; it is usually compared with something better. Hence, 'good' choice is not positive – but simply NOT a negative one. For most respondents, a 'happy' choice is associated with luck, fortune, spontaneity and unpredictability of result, an optimal relation of input and outcome. On the contrary, a 'successful' choice takes place in situations when a person works hard for achieving high results, using rational strategies. A 'right' choice is the most ambivalent (proper, but unpleasant; associated with moral values and volition), and a 'genuine' one is the most agentic, authentic and subjectively free. Thus, speaking of choice is hardly meaningful without specifying its subjective quality. There are many important phenomenological differences between these five types of HQC, concerning their process, subjective experience and other parameters.

THE EFFECT OF PSYCHOLOGICAL FACTORS ON NEGATIVE SOCIAL MEDIA AND TECHNOLOGY ATTITUDES IN THE ELDERLY

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It is a well known fact that older adults have historically been late adopters to the world of technology compared to younger adults. Many studies have been conducted to understand possible reasons. However, psychology and motivation have been overlooked factors for the most of the time. The purpose of this study is to examine the predictive effect of psychological factors such as cognitive flexibility, Inferiority Feeling on attitudes towards the use of social media and technology in older population in Turkey.. The study group was composed of 300 elderly aged 50 and above. In this study two different groups of older adults were compared. The first group (which leans toward younger, more highly educated) has relatively substantial technology assets, and also has a positive view toward the online platforms. The other group (which tends to be older and less educated) is largely disconnected from the world of digital tools, and also has a negative view toward the online platforms. The research data were collected by using the Cognitive Flexibility Scale, Inferiority Feeling Scale, Attitude Scale for Social

Media and Technology Usage, and face to face interviews. There were significant differences between age groups and education levels on Inferiority Feeling Scale and Attitude Scale of Media and Technology Usage. Older age group scored less than younger age group on all Attitude Scale of Media and Technology Usage subscales. As education level increased and age decreased, positive attitudes increased and inferiority feeling decreased. There was a negative relationship between inferiority feeling scale and attitude scale. In addition, there was a negative relationship between Inferiority Scale and Cognitive Flexibility Scale. Inherent resistance to learn new technology play some role in elderly population for being less able to learn new technology. There are psychological reasons as well as cognitive and physical reasons underlying the resistance of older people to use technology as successful as young people. We can find technological and psychological solutions to eliminate psychological reasons.

ECOPSYCHOLOGY AS A NEW PERSPECTIVE IN BALANCING THE INTERRELATION OF HUMAN PSYCHE AND PLANETARY WELL-BEING

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The anthropocentric nature of Psychology has misled the role of natural environment, leading psychoanalysts in their later writings, such as Jung, to emphasise the role of Nature in their writings and the negative consequences of the loss of connection of human with nature in human psyche (Sabini, 2008). The theory of Biophilia as the “innately emotional affiliation of human beings to other living organisms” (Wilson, 1980) has presented and Ecopsychology in 1993 has been introduced, as a proposal of direction of Psychology worldwide in order to include Nature as a cooperator and counsellor to individual and planetary well-being (Roszak, 1993). In this presentation, an increasing body of research will be reviewed, especially from the area of environmental psychology but also from the practice of exposure to Nature from multiple disciplines. These demonstrate how contact with natural environments can enhance positive affect; (Ulrich and Simons, 1986) and benefit the treatment of mentally ill (Levitt, 1991). The role of Nature in Mental Health will be explored and how

the techniques of psychotherapy from different perspectives can be used in A numerous of positive outcomes of the reviewed researches lead us to conclude how the “greenish” of Psychology is important to fill the gap of the Nature deficiency in the Science of Psychology and the need of Ecopsychology can be central in supporting ideas within counselling and psychotherapy which position Nature as fundamental to revitalising and reconnecting humans within a reciprocal healing relationship to Nature (Jordan, 2015). Even though there is a numerous research on the field of natural approaches in human well-being and therapy, the field of Ecopsychology it is characterized by a transdisciplinary approach that makes it suitable to stimulate and consolidate the creation of a peculiar methodology, to be applied in many different operating areas not only therapeutic, but also educational, organizational and recreational, to promote environmental awareness starting from a psychological – individual and in group – work.

TYOLOGY OF INDIVIDUALITY: PROBLEMS AND SOLUTIONS

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There are two well-known opposed strategies for exploring individuality. The first strategy (probabilistic) is based on the uniqueness of each person. The second (essential) comes from the philosophy of Plato in explaining individual differences through emphasizing the priority of qualitative differences over quantitative ones, through typology. It is important that these types were obtained empirically and reflected the originality of different levels of individuality, i.e. would be external and internal manifestation of the generalization of multi-level properties of individuality. The study is to identify these types of individuality. Participants of the study were Russians. 1100 persons aged 18 to 31 years (73% female) were recruited. A complex of methods revealing the multi-level properties of individuality was used: temperament, fundamental personality traits, character traits, intelligence, cognitive styles, motivation, value, spiritual abilities, and personality values (81 indicators). Statistical processing techniques of empirical data included descriptive statistics; principal component analysis (PCA, Varimax; scree plot), hierarchical cluster analysis (Ward's method, Euclidean distances), one-way ANOVA (Scheffe post hoc test). PCA allowed us to reduce

81 variables into 4 main components explaining 38.4% of the variance of the primary scales. The first factor characterizes the spiritual and value component of the individuality, the second factor reflects the emotional component, the third factor unites the intellectual and motor activity, the fourth factor – the communicative activity. Based on HCA, we identified four groups of respondents that differ in these integral indicators. The significance of group differences was confirmed (ANOVA). The first type included non-adaptive respondents with low hardiness and motivation that tend to seek social support in difficult life situations. The second type unites persons with more expressed psychotic traits, excitability, low level of meaningfulness of life, intelligence, and value of family and profession. When they face the problem they ignore it. The third type is represented by emotional, stuck respondents, who prefer shutting other people out in difficult life situation. The fourth type covers active respondents with a high level of hardiness, spirituality, meaningfulness and value of life. They try to work hard and solve any problem. The study was supported by RSF grant (project № 18-18-00386), Institute of Psychology RAS.

DYADIC COPING AND PSYCHOLOGICAL WELL-BEING IN THE DYAD OF PARTNERS WITH DISABILITIES

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The stressfulness of the modern world raises the question of coping in a pair. The understanding of dyadic coping is based on the research of G. Bodenmann, T.L. Kryukova, E.V. Kuftyak. Objective: to study dyadic coping in the dyad of partners with disabilities. Methods included test scales, projective techniques, interviews. The sample consisted of 15 pairs, where one of the partners has a disability (mainly disorders of the musculoskeletal system), and the second – the normative development (M = 36.5 years). Main results: delegated coping is more pronounced in the group of partners with typical development than among partners with disabilities (U = 23.5; p = 0.045). Significant differences were also found on the health status scale: there is a high degree of satisfaction (U = 29 with p = 0.047) among partners with regulatory development (M = 15.89; SD = 2.67) compared with disabled partners (M = 15, 89; SD = 2.67). The cohesion of a couple for partners with disabilities is determined by

communication during stress (R = 0.95; R² = 0.89, β = 0.44; p = 0.002) and own delegated coping (R = 0.95; R² = 0.89, β = 0.73; p = 0.00004). The adaptation of the dyad is influenced by the communication of partners during stress (R = 0.79; R² = 0.63, β = 0.79; p = 0.001). At the same time, for partners with a typical development, cohesiveness of the couple is affected by negative coping of the partner (R = 0.94; R² = 0.87, β = 0.86; p = 0.01), total dyadic coping (R = 0.94; R² = 0.87, β = -1.36; p = 0.006) and its estimate (R = 0.94; R² = 0.87, β = 2.13; p = 0.002). Thus, cohesion and adaptation of the dyad are influenced by different strategies of dyadic coping, and there are also significant differences in the preferences of dyadic coping strategies depending on the presence of disability among partners. We assume different roles and styles of coping partners in a relationship depending on the state of health.

SENSITIVITY AND ITS CONNECTION WITH PERSONAL TRAITS

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Aron and Aron (1997) developed the Highly Sensitive Person Scale (HSPS) to measure individual differences in sensory-processing sensitivity (SPS). The purpose of the present study was the psychometric evaluation of the Russian version of Highly Sensitive Person Scale (HSPS, Aron & Aron, 1997) and to investigate how sensory processing sensitivity (SPS) is related to personality traits of energy; outgoingness; conscientiousness; emotional stability; openness to new experience and to pupillometry parameters. 860 respondents participated in the study: 350 undergraduate university student volunteers (117 males, 233 females, average age 18.2 and 510 social media users (380 females, 130 males, average age 22.6. Results did not confirm the initial linear model of the construct

(Aron & Aron (1997), nor the three-factor solution described in British and American studies. The hierarchical cluster and confirmatory analyses employed for the operationalization procedure suggest that sensory processing sensitivity (SPS) can be described in a two-factor model consisting of 'Ease of Excitation' and 'Low Sensory Threshold' subscales. The result showed that SPS is negatively connected with stability, dynamism and persistence. With respect to pupillometry, the results showed that low threshold of sensitivity may be connected with the length of the parasympathetic phase, the depth of reaction and activity of the pupil contraction phase, emotional instability, agitation at the start of reaction.

DIGITAL TECHNOLOGIES IN THE LIGHT OF THE CULTURAL AND HISTORICAL THEORY

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Every year, the changes that occur in the cognitive, emotional, motivational, spheres of children and adolescents are becoming more distinct. What is the reason for this kind of transformation? The Russian psychological tradition explain this transformation as a result of an interaction between a human being and its

cultural environment. The study of 350 students showed a decrease in working memory, psychological well-being, changes in the time perspective balance, and emotional stability in Internet addicted students. In addition, it was shown that the idea of technical talent and multitasking of the generation Z is overvalued.

THE EVALUATION OF A SCIENTIFIC AND TECHNOLOGICAL DIVULGATION ACTIVITY IN AN ADOLESCENT SAMPLE IN SPAIN

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This study presents the evaluation of a community and scientific divulgation activity (Hiperbaric Challenge, HC) conducted in Spain aimed towards improving the scientific attitudes, opinions and vocation in secondary education students. The program was carried on using the Responsible Research and Innovation perspective (RRI) along 2018. It included the design and construction of an inertia car by students who later participated in a public and competitive car race event. The first aim was to test gender differences in attitudes, values and open science. Second, this study evaluated the efficacy of the divulgation activities using the RRI perspective. A cross-sectional design was used to test the differences by sex (N= 277, men: n=168 and women: n=104). The mean of age was 17.05 years (DT=3.49; ranged from 12 to 41). Then, 37 participants participated in the car race event. Thus, a repeated measure pre/post-test design with an experimental and equivalent control group (37 participants per group, 36 men and 1 woman) was used to evaluate the efficacy of the Program. The responses were collected via online. Results indicated that men showed higher interest for scientific and technological issues,

crafts and machines, scientific vocation, competitiveness for personal development, values and strengths and communicative skills than women. However, there were no differences in knowledge and opinions towards science and technology, attitude towards open science, labour creativity, competitiveness by objectives, cooperative learning, and in teamwork abilities by sex. Regarding to the second objective, change scores (post-pre) showed that intervention had a positive impact on scientific and technological students' knowledge and opinions, personal attitudes, and attitudes towards open science. The program also increases creativity, the interest for handmade activities, the personal development competitiveness, the cooperative learning and group integration. In conclusion, in general men present more interest for scientific and technologic activities than women. The efficacy of the Hiperbaric Challenge program has been confirmed. After the instruction, the scientific and technological knowledge, attitudes and scientific opinions increased, demonstrating the RRI perspective is fundamental in the future to be able to work on educational systems.

PSYCHOSOCIAL FACTORS ASSOCIATED WITH DATING VIOLENCE IN UNIVERSITY STUDENTS IN CHILE AND PERU

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Dating violence has become more visible in the last decade, mainly due to its high prevalence. Moreover, young people often deny having been assaulted by their partner, only until they reach physical aggression. This phenomenon is closely related to the sociocultural constructions of gender roles that shape the dynamics of violence among young couples. The aim of this study is to explore the psychosocial factors associated with dating violence in university students, and compare their relative weight in two Latin American countries. The present cross-cultural study implemented mixed methods design. In the first place, we conducted a quantitative study among students from Chile (N = 335) and from Peru (N = 465). Subsequently we performed interviews with informative sampling in order to explain variations in outcomes (6 in-depth interviews with students). In general, our results yielded surprisingly low levels of reported violent behaviours among participants from both samples, Chile and Peru. Moreover, we confirmed that, at a quantitative level there were significant differences between men and women in terms of reporting more physical violence, detachment

and sexual violence. Gender stereotypes, ambivalent sexism, negative family atmosphere and negative self-esteem, would act as risk factors associated with the presence of dating. On the other hand, trust, communication skills, autonomy and positive self-esteem were identified as protective factors. These findings coincide with the thesis that those who share traditional beliefs about gender roles and maintain a relatively negative vision of themselves, are more likely to engage in violent behaviours. The results of the present investigation point to the existence of similarities in the patterns of results obtained in both countries. However, the low prevalence of violence in university samples is striking. This may be due to the contextual factors of the prevailing culture that affect the normalization of violent behavior or the specifics of the university samples characterized by maintaining relatively more fair relations of courtship. It is proposed for future research to deepen the phenomenon of unseemly abuse in dating relationships, in order to contrast how the levels of violence reported in previous studies are permeated by social desirability.

COMPREHENSIVE PSYCHOLEXICAL TAXONOMY OF EMOTIONAL STATES AND PERSONALITY

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The vast majority of previous studies on the lexicon of individual differences were focused only on dispositional traits and adjective lexicon. The purpose of the present research was to discover: 1) the structures of the Polish lexicon of emotional states; 2) the relationship between emotional states and personality. Eight judges selected 27,819 personal descriptors (adjectives, participles, nouns and verbs) from the unabridged Universal Dictionary of Polish Language (100,000 entries). The selected person-descriptive terms were classified by thirteen judges, according to the taxonomy proposed by Angleitner et al. (1990), resulting in 1,219 descriptors of emotional states. After morphological, semantic and familiarity analyses this list was reduced to 322 descriptors and was used in self-rating study (N = 404). A principal component analysis revealed a five-factor structure of the Polish lexicon of emotional states: four factors described the content, and

one described the intensity of emotions. This structure was correlated with a six-factor structure of the personality lexicon and previous taxonomy of emotional states. Research shows the connection between emotional states structure and structure of personality measured by HEXACO and Polish Big Six. In HEXACO analysis it was found that Agreeableness has negative correlation with Rage and Emotionality has positive correlation with discovered emotional factor named Empathy. Moreover, the positive connection between Extraversion and Arousal was found. Similar results were found after comparison between discovered emotional factors and Polish Big Six. Extraversion is correlated with Arousal; Neurotism with Anger and Agreeableness with Empathy. Research shows not only the new lexical structure of emotional states but also the link between this structure and personality.

COMMUNITY RESILIENCE IN CONTEXTS OF COLLECTIVE DISADVANTAGE: RESTORING SUBJECTIVE AND SOCIAL WELL-BEING

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Resilience has aroused a growing interest in recent decades. As its next step in theoretical and applied progression, the stress and coping researchers should attempt to advance conceptual definitions of Community Resilience and to offer assessments instruments which could adequately evaluate it in different contexts of collective disadvantage. We propose that Community Resilience could be operationalized as a capacity of a community or system to cope with collective adversities, to regulate collective emotions, and to make adequate use of community resources and social capital, in order to foster collective efficacy. First, we developed a 51-item version of the Community Resilience scale composed of 23 attributes grouped in the 3 dimensions (Kappa K = .866, $p < .05$; 2 judges, 23 pairs of observations) and evaluated the content validity of the scale following the V of Aiken procedure ($V < .70$). In the next step, we administrated both the full 51-item version and a reduced 12-item version. The administrated a

questionnaire containing these and auxiliary measures in 3 different samples from 2 countries (Argentina: N1 = 480 and N2 = 957 and Chile N3 = 196). The results indicated adequate reliability indices for both versions and in all the 3 samples. Confirmatory Factor Analysis confirmed that the measure we used to evaluate Community Resilience was composed by three dimensions: Emotional Regulation, Social Capital and Collective Efficiency. Moreover, by the means of cross-validation procedure we established configural and metric invariance between the two countries. Regarding convergent and divergent validity, we found positive and significant correlations with Communal Mastery, Social Integration, Social Well-being and Positive Socio-Emotional Climate, and rather low correlations with individual resilience. This research attempted to identify the ways to promote community resilience with the purpose of empowering communities and generate sustainable social change.

EMBODIMENT OF EMOTIONAL WORDS IN FIRST AND SECOND LANGUAGE

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Approach and avoidance are the two most essential motivational states, which are activated in evaluating of incoming stimulus as good or bad. Such evaluation automatically produces a readiness for approach or avoidance behavior. It has been shown, that negative emotion induces avoidance behavior (for example, to produce arm extension), relative to an approach behavior (for example, to produce arm flexion) (Chen, Bargh 1999, Hengstler et al. 2014). As approach and withdrawal motivational system is something fundamental it can be hypothesized, that there no matter if the native or foreign language is used, it will be anyway activated. From another hand there are studies showed that a foreign language provides greater emotional distance in comparison to the native language (Pavlenko 2012). Thus, the aim of the study was to determine the degree of an embodiment of the affective terms in native and a foreign language. Fifty-eight native Russian speakers (13 men) aged 18-24 ($m=20$, $SD=1,4$) participated in the study. Same words with positive and negative

valence were used in Russian and in the English language. In congruent condition participants were asked to click the key "unpleasant" on the upper side of the screen by a mouse (moving the hand away of the body) or pleasant on the downside of the screen by mouse (moving the hand toward the body). A position of keys was reversed for incongruent condition. The frequency of hand movements in opposite to the correct key direction was greater for incongruent condition (moving the hand toward the body) than in congruent condition (moving hand away of the body) for negative words in the native language ($\text{Chi-square}=7.694$, $p<.01$) as well as in foreign language ($\text{Chi-square}=9.812$, $p<.001$). According to these data, one can suggest that there are signs of the embodiment of a native language as well as a foreign language. Even using foreign language while extracting meaning, human perform an appropriate action involuntary as a certain attitude is actualized. The study was supported by RFBR, project № 17-36-01131.

IMPACT OF A HIV / AIDS PREVENTION PROGRAM USING FEATURE FILMS

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Although a lot has been done all over the world in the area of HIV / AIDS prevention, further actions are still required. According to UNICEF, by 2030, the number of new HIV infections among adolescents will increase by almost 60% (Korndoerfer et al., 2011). Scientific articles and reports has shown some proves that films can increase efficiency of prophylaxis actions (Herrman, Moore, Becky, 2012). We have conducted a series of an interactive workshops dedicated to junior high school and high school students on the prevention of HIV / AIDS using elements of psychological work with the movies. One of the main assumptions of the project was the implementation of peer education – the project coordinators involved psychology students who were trained to conducted workshops at schools. A total of 586 students participated in the workshops. They were filling up knowledge test and attitude toward people with HIV/AIDS test before and after the workshop. The demographic variables and the

empathy level were also controlled. Three films were used during the workshop: "Girl, positive" (N = 375), "Dallas Buyers Club" (N = 206) and "Philadelphia" (N = 78). There were statistically significant changes in attitudes towards people with AIDS and those infected with HIV, as well as, the increase in the level of knowledge about HIV and AIDS in each of the three groups. Stigmatizing attitudes ($Z = 15.44$) and negative judgments about patients have been reduced ($Z = 12.81$). There was an increase in fear of infection ($Z = 9.34$). It has also been shown that emphatic care ($b^* = -0.29$, $r^2 = 0.08$) and the ability to take on the perspective of the other person ($b^* = -0.28$, $r^2 = 0.08$) are the significant predictors of lower stigmatization. The results shows that feature films can be an effective tool in HIV/AIDS prevention. The final step of the project was the conference for teachers who were trained during the event how to conduct their own classes with the use of program scenario.

IDENTITY EFFECTS IN DIGITAL RESOCIALIZATION

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Process of resocialization acquires permanent life-span character. Identity is considered as incomplete transient, a project and not the final result of socialization. Purpose of the study. Analyze identity transformations in re-socialization under the influence of digital technologies, which appears to become one of the promising areas for the study of identity effects. Research design included two series: 1) comparison of real and virtual identity and changes occur, 2) identity transformation of young people involved in Japan culture. Content and narrative analysis of adolescents' Internet blogs, pages in social net-works, original questionnaire for socio-cultural changes influenced by mastering a different culture, "Who am I?". A survey included 790 people, 185 in first series, 605 in second. Study shows the difference ($p < 0.05$) in teenagers' views of identity in real and virtual world: self-categorizations: girls more often than boys use objective criteria in estimating their image in the eyes of Internet friends ($r_s = -.446$); between the presence of objective categories in answers to "I'm in real world?" and "I am online?" ($r_s = .452$); subjective and objective answers to "I'm in Internet?" ($r_s = .447$). The 2-d series: 3 types of identity

transformation were demonstrated: with positive effects of transformation, neutral and negative. Positive – featured by expansion of communications, culture interests, positive goals and spiritual values. Neutral – perseverance to solve their own life tasks with means of other culture for better adaptation. Negative associated with declined interests, low academic performance, asocial behavior, alienation from customary values of his culture. Significant differences ($p < 0.05$) between positive and neutral, as opposed to negative in terms of prospective and retrospective time orientation. positive and neutral group accepts values of different culture and builds future prospects associated with it, without rejecting values of its culture both in present and in the past; negative – perceives negatively the past associated with customary culture and does not see prospects in future with preferred culture. Modern information digital technologies create opportunities for re-socialization, allowing to overcome the space-time and sociocultural constraints, as well as to increase marginalization. (appropriating values of another culture, not accepting them).

DEVELOPMENT OF THE SCALE OF CAREER SUCCESS AND PROFESSIONAL SATISFACTION OF DANCERS

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We based our research on the idea, that career is "the individually-perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of a person's life." (Hall, 1976; p. 4). Success is the sum of various successes in certain social roles such as husband, boss, father, friend or part-time as a success that achieves a person in a particular field, for example, a career, advancing, being a valued manager (Maxwell, 1994). The intrinsic factors of success (sense of responsibility, need to achieve something, self-esteem, individual development, joy from the work) then the extrinsic ones (wealth, influence, status, material accomplishment) (Eith, Harald & Claudia, 2011). The intrinsic factors of success in professional dance career are: love to the art of dance; ambition, which motivates a dancer; work ethic, which helps a dancer to achieve his/her goals; self-awareness, which allows a dancer to reach new career levels; knowledge seeking, which makes a dancer open for new experiences. The extrinsic factors of success in professional dance career are: full-time employment of a dancer at a national or international dance

company; leading role(s) performance; highest ranking of a dancer in a company; finalist or winner at national or international level dance competition; dance talent recognized for by national or international organization (Chua, 2015). Data collection was carried out online (pilot study 2016-2017; validation 2017-2018). A link to the questionnaire was posted on the most popular dance forums and Facebook. The sample consists of 107 professional dancers (83 female, 24 male; Mean Age = 25,09). Statistical analysis was done in SPSS Statistics v. 23 (descriptive statistics, exploratory factor analysis). The final form of the scale consists of 20 items/5 factors (Professional success; Satisfaction from being a professional dancer; Satisfaction from professional collaboration; Health satisfaction; Satisfaction from family life). The aim of the present study was to gain deeper knowledge of and to operationalize the success and satisfaction in dancing. Consequently, the Scale of Career Success and Professional Satisfaction of Dancers (SCSPSD) was developed and proved to be a reliable tool to assess the professional satisfaction of dancers.

THE METHODOLOGICAL QUALITY OF META-ANALYSES IN BEHAVIORAL AND SOCIAL SCIENCES: LEADS FOR ENHANCEMENTS ACCORDING TO AMSTAR2

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The growing interest for evidence-based practice is leading researchers, clinicians and policy makers to search the best evidence to make decisions. In view of this, results of meta-analyses (MAs) are often used because they are lauded to provide robust evidence that synthesize information from multiple studies. However, the validity of MA's conclusions relies upon the rigorous procedures that authors applied. Therefore, this meta-research study aims to characterize and review the methodological quality and meta-analytic practices of MAs published in the field of behavioral and social sciences. We evaluated a random sample of 207 MAs indexed in PsycINFO database in 2016. Two authors independently extracted methodologic characteristics of all MAs and checked the presence of the 16 items of AMSTAR2 (A Measurement Tool to Assess systematic Reviews 2). AMSTAR2 is a tool developed by Shea et al. in 2017 to assess the methodological quality of MAs that classifies them in 4 categories: critically low, low, moderate and high. In our sample of 207 MAs, the rating overall

confidence of 196 (95%) MAs was critically low and only 3 (1,5%) was moderate or high according to AMSTAR2 criteria. It was found that the choice of statistical methods was appropriate in 87% of the cases and the publication bias was well evaluated in 70% of the MAs. However, much improvement is needed in data collection and analysis. Indeed, we found very few published research protocol (only in 11% of the MAs), a lack of comprehensive literature search strategy (in 44%), insufficient assessment and interpretation of risk of bias in individual studies included (in 37% and 29% respectively) and rare presentation of a list of excluded studies (in 11%). According to AMSTAR2 criteria, the methodological quality of MAs of our sample was critically low with many serious flaws. The weaknesses identified in this study refer to a lack of consistency in the method used to perform meta-analyses in behavioral and social sciences. If some critical items identified with AMSTAR2 were given more consideration, the published MAs could make a leap in methodological quality and thus gain in robustness and reliability.

HELPING OURSELVES TO HELP OTHERS: ANALYZING CONFLICTS IN NPOS FROM VOLUNTEERS AND PAID STAFF PERSPECTIVE

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Nonprofit organizations (NPOs) are identified by the importance of working towards a mission based on common values and commitment as well as for their organized structure, non-profit distribution, self-government and voluntary character (Etzioni, 1993; Salomon & Anheier, 1997). Indeed, the coexistence between volunteers and paid staff justifies the need to study which conflicts exist in this sector (Studer, 2016). However, although some conflict examples between volunteers and paid staff have already been described (McDuff, 2011; Pearce, 1993) for our understanding, a theoretical framework to study conflict in this sector is still missing (Bendersky & Hays, 2012, Jehn, 1997, Jehn & Mannix, 2001). This study analyzes the existing conflicts in a NPO organization, applying the traditional typology of organizational conflict, as well as its causes, considering the perspective of volunteers and paid staff. To this aim, the analysis of how power influences the conflict types observed by these collectives will be also taken into consideration. Following a semi-structured interview design seven homogeneous focus-groups discussions, formed by 8 to 10 key informants each, were organized at the regional base of a NPO in Madrid. A total of 60

participants (35 women, 25 men) took part in this activity. Verbatim transcripts were analyzed using the Atlas.ti program (v.7.5.2), following the template analysis as a methodological strategy (King, 2004). Results confirmed the existence of task, relationship, process and status conflicts. Four specific sources of conflict were identified: a) work overload; b) decision making processes; c) resources and work dynamics and d) emotional discomfort and stress. Paid staff and volunteer's interaction are a main source of conflict due to their different perspectives regarding their responsibilities and who should have the power to make relevant decisions. New changes in NPOs dynamics, where "managerialism" is growing (Kreutzer & Jäger, 2011), by means of introducing administrative procedures as well as power imbalance perceptions are provoking uncertainty and distrust among different collectives and hierarchical levels. These changes, together with an increase in administrative duties, which are not considered a priority by either local paid staff or volunteers, promote conflicts and decrease commitment and motivation while intention to leave is increasing.

PHOBOS AR. AN EXPERIMENTAL STUDY ON THE POTENTIAL OF AUGMENTED REALITY FOR ANIMAL PHOBIA TREATMENT

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The use of augmented reality (AR), which aims to merge virtual elements into the view of the physical world, has become increasingly mainstream, in particular for entertainment purposes. Similarly to the long-standing tradition of virtual reality exposure therapy, applications in clinical practice are also starting to emerge, mostly in the context of the treatment of specific phobias. This study aims to explore the potential of a first, markerless smartphone application that could have potential for the treatment of animal phobias. Our aim was to evaluate whether the iOS application 'Phobos AR' could elicit feelings of anxiety in a non-clinical population, when performing behavioural approach tasks (BATs). A second goal was to explore whether means of delivery (iPhone versus iPad) had an impact on self-reported anxiety severity. One hundred eleven first-year students of applied psychology were exposed to one animal of their choosing (options: rat, pigeon, snake, cockroach, spider, frog and dog) for which they reported some level of discomfort (which was however assessed as non-phobic, using the Severity Measure for Specific Phobia – Adult questionnaire). Students

were randomly allocated to either smartphone (N=55) or tablet (N=56) condition, after which they ran through three 3-step BATs of increasing intensity. Since all participants were not phobic of the chosen stimuli, not standard BAT-outcome of the total amount of steps taken before ceasing exposure was of interest, but the reported anxiety during each of the different steps. Results showed a gradual increase of self-reported anxiety within each of the 3 BATs, $135.77 < F_s(2, 220) < 185.37$, $p < .001$, and a significant increase of self-reported anxiety between the first (M=.98, SD=1.28) and the last rating (M=4.56, SD=2.88), $t(1,110) = 16.15$, $p < .001$. No significant differences in self-reported anxiety were found between both conditions. In conclusion, this study demonstrates that an AR application is able to induce self-reported anxiety in a non-clinical population. Further research has to compare this technique to other approaches, including virtual reality and imaginary exposure and also explore its potential in clinical populations. AR does, however, seem to hold promise as a meaningful tool for the treatment of animal phobias.

LIFE AND FAMILY VALUES SIMILARITY IN INTER-ETHNIC AND INTER-FAITH COUPLES

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Intercultural families are the integral part of modern society, important institution of mutual influence of different cultures, of person's identity transformation. The studies of marital adjustment and satisfaction, values and attitudes consistency in inter-cultural couples provide contradictory results. To resolve contradictions in this area, comparative studies of inter-cultural families of different types are important. The aim of the study was comparative analysis of life and family values in inter-cultural couples, differing by ethnic and religious affiliation of spouses. The participants: 138 people (69 couples) – 20 mono-ethnic Russian, 30 – inter-ethnic, interfaith (women – Russians, Orthodox, men – Arabs, Muslims); 19 – inter-ethnic, with a common religion (wives – Russian, husbands from the Transcaucasian region, Christians). The age was 23 – 47 years old ($M = 36$), the marriage experience was 3 – 24 years ($M = 6.3$). The main methods: S. Schwartz "Value Survey", "Marital Role Expectations and Aspirations» (Volkova), Marital Satisfaction Test (Stolin, Romanova, Butenko), descriptive statistics, Mann – Whitney U- test, paired T-test. In inter-cultural couples, the spouses' life values coincidence is significantly

less strong than in mono-cultural ones. But in couples with common religion differences in life values reflect not so much the contradictions, but the complementarity of traditional gender values. There are also much more differences in family values and family role attitudes in inter-cultural couples than in mono-cultural ones. Common religion in the inter-ethnic couples contributes to greater satisfaction with marriage and greater consistency in the spouses' estimations of their relationship. In inter-faith couples, marriage satisfaction is the lowest, but the degree of agreement between spouses is higher than even in mono-cultural couples, which indicates more open communication. Thus, the different cultures of spouses (both ethnic and religious) optimizes the process of comparing values and family attitudes. Despite a number of difficulties, spouses from inter-cultural couples in general have more consistent ideas about their family life. The results can help to understand better the mechanisms for the implementation of cultural and personal values in family relationships, the processes of adjustment in intercultural couples, and to develop effective methods of psychological assistance to such couples.

GROUP AND INTERDEPENDENCE PSYCHOLOGY HEALTH: THE PERFORMANCE'S PERSPECTIVE

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The value systems group underlying competitive, individualistic, and cooperative situations exist as a hidden curriculum beneath the surface of school life. This hidden values curriculum permeates the social and cognitive development of children, adolescents, and young adults. Each type of interdependence has a set of values inherently built into it and those values determine whether diversity is viewed as positive or negative. When a situation is structured competitively, individuals work against each other to achieve a goal that only one or a few can attain (Johnson & Johnson, 1989). Individuals' goal achievements are negatively correlated; each individual perceives that when one person achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. Thus, individuals seek an outcome that is personally beneficial but detrimental to all others in the situation. Psychological health is the ability to develop, maintain, and appropriately modify interdependent relationships with others to succeed in achieving goals' to manage social interdependence, individuals must correctly perceive whether interdependence exists and whether it is positive or negative, be motivated

accordingly, and act in ways consistent with normative expectations for appropriate behavior within the situation. The method used quantitative approach with experimental factorial combined Research and Development (R&D) design. Four studies have directly measured the relationship between social interdependence and psychological health. The sampling technique that was used in this research was multistage sampling. The samples studied included 98 students of Psychology Faculty in Universitas Airlangga. The findings result indicated that: (a) working cooperatively with peers and valuing cooperation result in greater psychological health than does competing with peers or working independently; and (b) cooperative attitudes are highly correlated with a wide variety of indices of psychological health, competitiveness was in some cases positively and in some cases negatively related to psychological health, and individualistic attitudes were negative related to a wide variety of indices of psychological health. Based on theoretical review, and previous findings it could be hypothesized that the interdependence could improve group performance especially psychological health.

CORRELATION BETWEEN SOCIAL ACTIVITY AND BASIC NEEDS SATISFACTION IN YOUNG PEOPLE

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Social activity of young people is multidirectional. Adherence to a certain type of activity is conditioned by various socio-psychological phenomena. In accordance with Deci & Ryan's concept (1985; 2002), realization of basic needs (autonomy and competence) has a direct, positive influence on the subject's internal motivation for activity. However, their influence on specific types of social activity has not been studied. Such scientific knowledge can help to understand internal determination of social behavior. Presupposition of the importance of basic needs satisfaction factor in adherence to certain types of young people's social activity. 305 people took part in the study $M=21.1$ $SD=3.1$ (35.4% male). The questionnaire aimed at evaluation of inclusion into various types of social activity, the Basic Needs Satisfaction in General Scale (Johnston M.M., Finney S. J., 2010) have been used. The purpose of the study was to study the correlation between characteristics of psychological well-being and adherence to social activity of the youth. Inclusion into various types of social activity is determined by various

indicators of basic needs satisfaction. Satisfaction of the need for competence is the most important one for various types of activity (leisure, civil, socio-economic, educational, developmental and spiritual). Leisure activity is associated with satisfaction of all basic needs (in autonomy, competence and interrelation with others). Protest and radical protest activity are negatively related to satisfaction of the need for autonomy and competence. It was concluded that the experience of self-efficacy, the ability to solve various existential tasks is the main factor for a number of types of social activity. It is positive for the most common and prosocial types and negative in the case of protest types of activity. A high subject position (autonomy) is more clearly manifested in those who implement leisure and religious activity, and less clearly in individuals who implement protest activities. The research results can be taken into account for risk management of young people's social activity. The study was funded by the grant of the Russian Scientific Fund (project № 18-18-00298).

INVESTIGATION OF PSYCHOMETRIC PROPERTIES OF TURKISH VERSION OF GLOBAL MEANING VIOLATION SCALE (GMVS)

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Meaning is defined as an understanding of the life, established in line with the beliefs, values, and objectives of the individuals. Many research recently revealed that the existing meaning, assumptions, and beliefs are violated after traumatic life events. However, due to there is no scale to measure this construct, Park et al. (2016) developed the Global Meaning Violation Scale (GMVS). GMVS is a 13 items tool in order to directly assess the violations to exist global meaning after traumatic life events. Therefore, the aim of the present study was to examine the psychometric properties of the Turkish form of GMVS. The sample of the study consisted of 586 (426 Female, 154 Male, 6 other) adults. Participants' ages ranged from 18 to 60, with a mean of 26.4 (SD= 6.92). The research consisted of Socio-demographic Information Form, The Core Belief Inventory (CBI), The Stress Appraisal Measure (SAM), Depression Anxiety Stress Scales (DASS-21), PTSD Checklist-Civilian Version Scale (PCL-C), and Global Meaning Violation Scale (GMVS). The exploratory factor analysis, similar to the original scale, yielded 3 factors which accounted for 50 % of the total

variance. These are 'belief violation', 'intrinsic goal violation', and 'extrinsic goal violation' subscales. Cronbach alpha coefficients for the 'belief violation', 'intrinsic goal violation', and 'extrinsic goal violation' subscales were .77, .79, and .87, respectively. The relationships between GMVS, DASS-21, PCL-C, and SAM were examined in order to evaluate the concurrent validity of the scale. There were positive and significant relationships between the GMVS subscales, depression, anxiety, stress, and PTSD symptoms. However, the subscales were differentially related to the subscales of SAM. For discriminant validity, GMVS subscales were compared with those of the CBI in terms of appraisals and distress. In addition, hierarchical regression analysis was conducted to examine the utility of GMVS. After controlling for CBI, GMVS was significantly associated with well-being outcomes of depression, anxiety, stress and PTSD symptoms. Our findings supported the reliability and validity of the GMVS in a Turkish sample. The psychometric characteristics of the Turkish version of the GMVS were discussed in light of the relevant literature.

DEVELOPING AND TESTING METHODS OF STUDYING THE FORMATION OF ETHNOCULTURAL IDENTITY IN ONTOGENY

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From the position of the cultural-historical approach, the formation of self and the development of the value system, mediated by the social environment, are the most important developmental objectives in the childhood. Under the influence of the digital society, the social environment and its impact on child development are changing. One of the most important aspects of development is the formation of ethnocultural identity in ontogeny. In order to study the formation of ethnocultural identity, a method was developed and tested. The study involved 21 children aged 4 to 13 years. Ten images were chosen: five photos of children of different ethnicity or races, and five images of positive and negative characters from popular cartoons. The cartoon characters were selected in accordance with the age and gender preferences. To assess children in photographs and the cartoon characters, some personality traits were offered: kind, cheerful, greedy, smart, etc. After looking at each picture or photograph using iPad, the child was asked to assess the children in the photographs, the cartoon characters, and themselves ("me") from the point of view of all

the proposed traits. The discursive analysis showed that the selected stimulus material (cartoon characters) corresponds to the preferences of preschool and primary school children and younger teens. It evoked interest in children and made it possible to identify and evaluate the cartoon characters, the children in the photographs and the self. The results show that this methodology corresponds to the goal of identifying sensitive periods in the formation of ethnocultural identity. It also makes it possible to consider the psychological formations and the leading activity in the preschool and school periods, as well as the characteristics of the development of modern children under the influence of the digital society. The method requires further refinement, considering the influence of the emotions demonstrated by the children in the photos on the attribution of personality traits to them. In addition, a bigger sample will allow not only a qualitative but also a statistical analysis of the results. The research was supported by the Russian Science Foundation (project No 15-18-00109).

EXPLORING UNIVERSITY LECTURERS' EMOTIONAL INTELLIGENCE NEEDS IN MANAGING WORKPLACE CHALLENGES

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This study investigated how Nigerian university lecturers cope with challenges posed to their emotional intelligence. The objectives of the study were to explore, to identify and describe the experience and impact of workplace challenges on university lecturers. A phenomenological/qualitative research approach was employed. The sample comprised 24 lecturers who were teaching staff at universities located at South-South and South-East geopolitical zones of Nigeria. The sampling method employed was non probability, purposive sampling. The data collection through semi-structured individual interviews on three occasions occurred in the course of two years. Informed consent was sought from the selected lecturers and interviews were audiotaped, transcribed and analyzed with the support of Atlas ti software. Emotional Intelligence was examined according to the narrated experiences of the university lecturers. These narratives defined university lecturers' ability to adapt, adjust and sustain themselves as an outcome of dual strategies, depending on the purpose or environmental situation. Thus, the findings indicate that positive and negative behavioural change and selective relationship; personal

expectations and institutional job description outcomes (achieving the goals of teaching, research and community engagement as main job description), spiritual resilience and emotional resilience guided strategies of managing workplace challenges. Other issues that affected the application of Emotional Intelligence included emotional history (remembrance of past events with emotional significance) as well as lack of formal support from the institutions. These findings have both theoretical and practical implications. Theoretical implications reveal better understanding of issues that interfere with authentic application of Emotional Intelligence in dealing with workplace challenges. From an application perspective, the findings have implications for the institutional policy to drive inclusion of Emotional Intelligence training as academic continuing professional development to strengthen and improve the Emotional Intelligence of university staff to ensure high quality adaptability, adjustment and self-sustenance. The researcher concluded that there is a need to organize seminars and workshop at various departments through discussions to identify priority needs before institutional policy is actualized.

UNDERSTANDING SEXUAL VIOLENCE VICTIMISATION IN MIGRANTS, SEXUAL AND GENDER MINORITIES IN LIGHT OF A OTHERING BASED STRESS MODEL

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Sexual violence [SV] is a major public health issue with potential socio-economic consequences and physical, mental, sexual and reproductive health consequences. Migrants, Applicants for international protection and Refugees [MAR] are highly vulnerable to SV victimisation, as are Sexual and Gender Minorities [SGM]. This study aims to identify common vulnerabilities for SV victimisation in both groups and to understand the underlying mechanisms in order to build an integrative and intersectional theoretical model. A critical interpretive synthesis [CIS] was applied to analyse peer-reviewed and grey literature on SV in SGM & MAR in the areas of public health, social science and sexual rights and policies. Through an inductive and interpretative combination of findings on SV from different approaches and study fields, a CIS allows to understand phenomena and to construct a new coherent theoretical insight. By categorising and interpreting the identified vulnerabilities, consequences of SV and barriers for seeking help upon SV victimisation through a socio-ecological model, we highlight the commonalities within and

differences between SGM & MAR populations on an intrapersonal, interpersonal, community and societal level. The impact of SV on the lives of MAR & SGM may be far greater than in the general population due to specific risk factors emerging from the vulnerable situation in which they find themselves. The specific vulnerabilities seem mainly related to their minority status and are often the result of experiences of stigmatisation, prejudice and discrimination. The processes and outcomes of intersectional othering based stress in these populations can be combined in a preliminary theoretical model to understand the mechanisms behind the increased vulnerability for SV victimisation in MAR & SGM. Further empirical research testing this theoretical model is key to identify how existing SV prevention strategies and care programs designed for SV victims in the general population, should be adapted to decrease the perceived help-seeking barriers for MAR & SGM SV victims. Interventions should target breaking the circle of increased SV vulnerability in MAR & SGM.

SEXUAL VIOLENCE IN MIGRANTS, APPLICANTS FOR INTERNATIONAL PROTECTION AND REFUGEES: A CRITICAL INTERPRETIVE SYNTHESIS

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Sexual violence [SV] is a major public health issue with potential negative socio-economic effects and physical, mental, sexual and reproductive health consequences. Migrants, Applicants for international protection and Refugees [MAR] are vulnerable to SV victimization. This study aims to review evidence on the prevalence of SV in MAR in Belgium, its possible risk factors, consequences and the help-seeking behaviour of those affected by it. A critical interpretive synthesis was applied to analyse 86 academic and 52 grey literature documents related to the topic of SV victimisation in MAR in Europe. By categorising and interpreting the identified vulnerabilities and consequences of SV and barriers for seeking help after SV victimisation through a socio-ecological model, we highlight the importance of the role played by ruling policy and funding frameworks in the matter and how interpersonal dynamics and intrapersonal processes may interplay in the continuation of SV and re-victimisation of this mobile population. Clear and comparable prevalence data on SV in

MAR in Belgium are lacking. Some of many challenges identified for conducting prevalence studies on SV in this population include the lack of a clear definition of the concerned population and acts of SV that would be required to generate high-quality and comparable data. Risk factors and consequences of SV in MAR are in nature comparable to those in the general population but may have a different impact. Additionally, MAR face several barriers in finding appropriate help after SV related to cultural and languages differences, their legal status etc. SV in MAR in Europe is probably more frequent than in the general population, however representative studies confirming this hypothesis are lacking. The impact of SV on the lives of MAR may be far greater than in the general population due to specific risk factors emerging from the vulnerable situation they find themselves in. When providing care to MAR SV victims, the complexity of interplaying determinants of SV in MAR should be considered.

SEXUAL VIOLENCE IN SEXUAL AND GENDER MINORITIES: A CRITICAL INTERPRETIVE SYNTHESIS

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Sexual and gender minorities [SGM] have been identified as a risk group for sexual violence [SV] exposure. SV can have long-lasting negative effects on well-being and physical, mental, sexual and reproductive health. This study provides a review and synthesis of research findings on the prevalence, risk factors and consequences of SV in SGM, and help-seeking behaviours after SV victimisation. A critical interpretive synthesis and review was conducted to assess the prevalence of SV in SGM in Europe, vulnerabilities and consequences of SV, and help-seeking behaviours of victims. Both peer-reviewed and grey literature on SV in SGM in the areas of public health, social science, and sexual rights and policies were included (N=125). Findings confirmed a higher risk of SV exposure for SGM, and revealed specific sexual orientation and

gender identity [SOGI]-related vulnerabilities, consequences of SV, and barriers to help-seeking after SV victimization. Minority stress [MS] – resulting from SOGI-related stigma, prejudice, and discrimination – emerged as a possible mediator for increased vulnerability for SV and its consequences in SGM. Minority stress appears to increase the risk of experiencing SV in SGM, to SV having a larger and more lasting impact, and to creating barriers for victims who wish to seek help after SV. The combination of multiple-minority identities may increase the impact and probability of SV victimization. Further research is needed to help improve our understanding of the role of minority stress in vulnerability for SV in SGM and to inform the development of prevention and intervention programs addressing MS and related risk factors.

IMPACT OF RELEVANT EPISODIC EVENTS ON THE RESULTS OF IMPLICIT MEASUREMENTS OF THE ATTITUDE TOWARDS SPEEDING

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The aim of the research is to study the impact of relevant episodic events on the results of implicit measurements of the attitude towards speeding. Hypothesis: newly developed associations with the object of attitude fade out slower if they contradict the old ones, and faster if they correspond to them. Research questions. How have implicit attitudes towards speeding changed as a result of the impact of contextual factors? What influence did the context factors have on the results consistency of implicit and explicit measurements of attitudes towards speeding? Have the correlations between implicit and explicit attitudes towards speeding and personality traits changed as a result of contextual impact? How did the retest delay weigh in on? Participants: 66 drivers (37 male, 29 female) aged 20 to 67, Mdn = 40.5, driving experience from 1 to 40 years, Mdn = 15. Implicit measurements – the procedure of specially designed Self-Concept IAT to measure implicit associations related to speeding. Implicit measures based on specially designed Self-Concept IAT to measure implicit associations related to speeding. Explicit measurements – self-reported procedures: "Driver questionnaire"

to measure attitude towards speeding and Cross-cultural shortened form of Zuckerman–Kuhlman Personality Questionnaire "ZKPQ-50-CC" to measure personality traits. Contextual factors: two videos: one of them with negative emotional valence, the second one – with positive emotional valence, that could affect attitudes towards speeding affectively. Experimental design "before-after" was used. After the first session of the experiment, the videos were demonstrated. Each participant watched one video. Retest for different groups was conducted either immediately, or with a one-week delay. After the impact of both positive and negative videos, some of the participants showed a tendency to change their implicit or explicit attitudes towards speeding. The correspondence of the results of measurements of implicit and explicit attributes is affected both by the context and by personal traits of participants. Artificially created contextual events affected the system of correlation links between implicit and explicit attitudes towards speeding and personal traits. The effect of experimental impact immediately after viewing the videos and a week later for the positive and negative videos was different.

EYE MOVEMENT STRATEGIES IN PERCEPTION OF FACIAL ATTRACTIVENESS

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In modern studies the concept of holistic processing in face perception is actively discussed. The role of holistic processing can be measured using the face inversion effect (FIE): subjects have difficulty recognizing the inverted faces. Despite accumulating empirical evidence on this issue, some central questions remain yet unanswered. One of them concerns the impact of holistic processing on eye movement strategies during face perception. In our study we explored the influence of FIE (upright versus inverted faces) on eye movements strategies in the task of assessing facial attractiveness. Stimuli were 10 photographs (5 female and 5 male faces). For each photograph 9 modifications were created which impaired the facial attractiveness, namely the distance between the eyes or between the mouth and nose has been changed. Stimuli were presented in upright and inverted orientation for 2 seconds. Thirty two participants (17 F, 15 M, age range 18-25) were tested. Their task was to rate the perceived attractiveness of the upright or inverted faces on a scale from 1 to 9. During the execution participant's eye movements were recorded. A repeated-measures 2x2 ANOVA with

the factors orientation (upright, inverted) and attractiveness (high, low) revealed significant interaction between them ($F=8.45$, $p<0.03$). The dispersion of attractiveness scores was higher for upright faces. The eye movement parameters were analyzed for two groups with high and low average scores of facial attractiveness. For high attractive faces saccade amplitudes and peak velocities were significantly higher ($p<0.01$) for inverted faces. There were no significant differences in these parameters for low attractive faces. The AOI analysis showed differences in the fixation locations: fixations were concentrated on the eye and nose regions for upright faces and on the nose and mouth regions for inverted faces. The AOI patterns were similar for low and high attractive faces. These findings suggest that the holistic processing is tightly related to eye movement strategies in the task of assessing facial attractiveness. The results can be applied in automated face recognition systems, in biofeedback devices, in technologies aimed to improve cognitive rehabilitation, etc. The study was funded by RFBR grant, project №18-013-01087

CHILD WISH: FINDING OUT HOW TO HELP LGBTI PEOPLE IN CAMEROUN HAVING CHILDREN

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As an organization defending LGBTI rights in Cameroon where same-sex behavior is criminalized, Alternatives-Cameroun have launched since 2016 a program designed to analyze and fulfill the needs of LGBTI who want to have children. The first step was a community-based study conducted in 2017 which shows that more than 80% of LGBTI want to have children and out of them, more than 80% want to have them through sexual intercourse with opposite sex. This implies and other step in the program: analyzing how they would choose their mate to have children and under which conditions would they accept to have children with the chosen mate. Methods We conducted an interview using a form where we filled information related to criteria given by participants in order to have children. We collected 22 interviews from 13 gay men and 9 lesbians. Findings Gay men would want to have children with ladies who are:

preferably bisexual, beautiful, clean, full of integrity, respectful and financially stable. Lesbians on their side, would want to have children with a man who is physically attractive, tall, older, financially able and ready to care for children, and yet not involved enough in the relationship with children to claim the children as theirs. This is to make sure children would belong to them ladies. Conclusion The process of having children in such a homophobic context is still complex and risky. There are still no facility to help those gay and lesbians having children. They would need psychosocial help and technical assistance. That is the next step we are looking for. By the way, we would try to help them find, contact and negotiate with, their ideal mate in order to have children. Nothing is sure if the "requesters" would find in the community someone who accept their conditions.

FACTORS OF PERSONAL PROFESSIONAL PERSPECTIVE IN ADOLESCENCE

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Professional self-determination is an important developmental task in adolescence. Fundamental social-economical changes, high social uncertainty and value heterogeneity of social attitudes in modern Russia influence on process of defining professional plans in adolescence. There is a contradiction between tendency of patriotic moods and spontaneous professional self-determination with lack of moral-value understanding of social significance of process of professional self-determination accompanied by low creative investigation of professional choices and high role of old stereotypes about professions with underestimation of their civil and moral sense. The goal of the study was to investigate value-moral and personal factors of professional self-determination in adolescence. The data consists from more than 200 subjects aged from 15 till 17 years old. The method included the following questionnaires: the esteem of personal professional perspective (author – N.Priazhnikov) (Priazhnikov, 2016), identity status questionnaire (authors – O.Karabanova, V.Orestova) (Karabanova & Orestova, 2005), moral judgments “care-justice” technique (author

–S.Molchanov) (Molchanov, 2010), value questionnaire (author S.Schwarz) (Schwarz, 2015), creativity level technique (author – F.Williams) creativity assessment Williams (Tunik, 2003), tolerance to uncertainty technique (author – T.Kornilova) (Kornilova, 2010). The data was collected in group form in schools from Moscow region and province. The result analysis showed a variety of understanding of personal professional perspectives – 3 cluster groups were depicted and described. The moral-value basis of future professional choices varies too – the value of labor differs depending on preferred moral judgments and value hierarchy in adolescence. There are correlations between status of professional self-determination and “achievement” and “universalism” as important values. The tolerance to uncertainty and level of creativity also plays an important role in personal professional perspective. Some differences in professional plans between adolescents from capital and province were revealed. The study was supported by the Russian Foundation for Basic Research under the project 18-013-01067.

MORAL BASIS OF SOCIAL INFORMATION-PROCESSING MECHANISMS APPLICATION IN INTERNET NETWORKS IN ADOLESCENCE

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Moral development of modern adolescents in Russia is realized in new social situation of development where there is open informational environment with high social uncertainty and contradictions of social values, norms and standards. The lack of real involvement of modern adolescents in cooperative activities with peers and social practices, transfer of interests and communication to virtual space arouses risks to develop inadequate understanding of moral-value relations between people. The search of new approaches to system of factors and conditions that influence for positive socialization processes in adolescence is in the focus of investigation. Our goal was to investigate moral aspects of social information-processing mechanisms application in internet networks in adolescence. The data consists of 208 adolescents aged from 13 to 18 years old, 47% boys and 53% girls. The group of techniques included the questionnaire of preferred social

information-processing mechanisms application in internet networks, internet addiction technique, moral judgments questionnaire, moral sensitivity technique, moral responsibility technique. The results allowed to define 3 groups of adolescents with different types of social information-processing mechanisms application and internet addiction. The relationship between the types of social information-processing mechanisms and moral regulation, responsibility and moral sensitivity was revealed. High efficiency of social information-processing mechanism application in internet correlates with postconventional levels of moral development and partly high moral sensitivity. Preconventional level of moral development lies in the basis of low efficiency of social information-processing mechanism application in internet networking. The study was supported by the Russian Foundation for Basic Research under the project 18-013-01080.

RELATIONSHIP BETWEEN NATIVE LANGUAGE AND SOCIAL AFFECTS IN ADOLESCENTS FROM THE REPUBLIC OF TATARSTAN (RUSSIA)

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In cases when there are more than one official languages, the linguistic component becomes an important factor in the development of ethnocultural identity. However, the influence of the native and other languages that a person speaks on the affective component of the ethnocultural identity has not been thoroughly studied yet. The participants of the study were 56 schoolchildren (age range = 15-17) who are residents of the Republic of Tatarstan, where Russian and Tatar are both official languages. 27 participants (48.2%) speak Russian as their first language, and 29 (51.8%) speak Tatar as their first language. The hypothesis about the relationship between the first language and attitudes towards native speakers and towards Russian speakers if Russian is not the first language was tested. The participants were asked to choose from a list three social affects that they have towards people speaking their own language. Then participants whose first language is not Russian chose from the list the affects that they have towards Russian-speaking people. The list was comprised of 12 social affects. Findings. The most frequent chosen affects towards native

speakers in both groups were "pride"(51.8%), "trust" (41.1%) and "respect" (35.7%). Less often, such affects as "compassion" (3.6%), "shame" (8.9%) and "disappointment" (8.9%) were chosen. Special data analysis was used for participants whose first language is Tatar to check the presence of connection between the choice of affects towards people speaking Tatar and towards Russian speakers. Using the χ^2 criterion, it was shown that at the tendency level there is a relationship with the affect of "pride" ($\chi^2 = 3.190$; $p = 0.074$). Tatar-speaking participants are significantly more likely to feel "pride" towards people speaking their native language than to Russian speakers (48% vs 22%). The results showed a relationship between the native language and social affects towards native speakers and Russian speakers, if Russian language is not their native one, thus confirming the hypothesis about the native language as an emotional component of ethno-cultural identity in the case of two official languages. The research was supported by Russian Foundation for Basic Research, grant #17-29-09167.

THE ORGANIZATIONAL CULTURE AND IS INFLUENCE ON THE INDIVIDUAL PERCEPTION OF JOB INSECURITY

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The theoretical foundation of the study is The Order approach to the organizational culture. The purpose of the study is to examine the role of the type of the organizational culture into the job insecurity perception. Participants were 347 male and 178 female employees holding in a variety of job positions in a large firm nested in several groups. The measures used in the present study are: the 'Work-Related Behavior and Experience Pattern' questionnaire (AVEM), the Survey of Perceived Organizational Support (SPOS),

Organizational Justice Scale, the Job Insecurity Scale, the Order leadership type scale. Structural equation modeling were used to test the hypothesis. It was shown that Order leadership type and type of the culture created by leaders influence on perceived organizational support, organizational justice, job insecurity. Some types of leaderships is created culture of insecurity and it is influence on the individual perception of job insecurity.

INTERGROUP ADAPTATION PLATFORM OPPORTUNITES AND RESTRICTIONS FOR THE SOLUTION OF POLYCULTURAL ORGANIZATION PROBLEMS

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The concept of intergroup adaptation (IGA) in organizations (Bulgakov A.V., 2007) is a management platform for a multicultural organization. The platform includes a number of socio-psychological models that have been empirically tested in real life conditions of organizations, allows them to influence various groups of employees and managers, to optimize the system of management of the organization. IGA models are built in a single design, they highlight the criteria, indicators, diagnostic methods necessary to solve a research task. Models form a complex adaptive system of organizational knowledge, reveal their capabilities and limitations. Developed and implemented in practice: the basic model of IGA in organizations, the IGA model as a factor in increasing the effectiveness of training specialists, models of social psychological determinants of IGA in multicultural educational environments; model of psychological mechanisms IGA graduates of orphanages in a professional educational organization. The model of the emotional component of IGA as a factor of personnel management in a multicultural construction

organization. The model was tested on a sample of 688 people, 6 construction organizations, age from 18 to 46 years old, 33% of women, 67% of men. The emotional component of IGA in the situation of informatization causes a resonance that can both give new resources and destroy the system of effective personnel management. When managing personnel, it is advisable to use empirical results. The model of involvement as the determinants of union members of the trade union. Tested on a sample of 629 people. – members of the trade union of 4 universities and 7 schools of the Moscow City Organization of the Trade Union of Public Education Workers. 4 factors of involvement are highlighted. 1 factor (weight 7,057) – social motivation as an integrative mechanism of involvement of union members. Factor 2 (weight 3,638) – targeted creative potential of trade union membership. Factor 3 (weight 2.2308) is an ambivalent organizational culture of a trade union organization. Factor 4 (weight 2,600) is the cognitive component of engagement. The factors became the basis of the socio-psychological and economic technologies.

TIME PERSPECTIVE CAN PREDICT ATTITUDES TOWARD DRIVING BUT NOT TRAFFIC VIOLATIONS

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Time perspective (TP) refers to the perception of temporal continuity and provides a basis for explaining human behaviour in a variety of settings. Research have shown that time perspective is related to wide range of behaviours (e.g., health, ecological behaviour or substance use) as well as other aspects of human functioning, for example well-being, identity status or reaction to stress. The study of Zimbardo, Keough and Boyd (1997) has shown that time perspective is a predictor of risky driving, however most of the participants in this study were students. Therefore, the question whether time perspective is related to driving attitudes and traffic violations in general population is still open. The sample consisted of 788 adults (mean age 39.4, SD = 12.4; 50.6% male). The sample represents the composition of Lithuanian driver population. Attitudes toward driving scale (16 items), was used to measure three dimensions of attitudes toward driving: a) Attitudes towards traffic violations and speeding; b) Attitudes towards penalties and c) Attitudes toward driving etiquette. Traffic violations were

assessed using several self-reported dichotomous questions as well as composite score. Time perspective was measured using 10 items version of ZTPI (Danner, Treiber, & Bosnjak, 2016). Series of hierarchical linear and binary logistic regression analyses were conducted to test whether time perspective is a predictor of driving attitudes and traffic violations after controlling for sociodemographic factors. The analysis has shown that time perspective can explain up to 16% of variance in driving attitudes after accounting for sociodemographic variables. Present fatalistic, present hedonistic and future time perspectives were most important in the prognosis. However, time perspective accounted only for 1.5% of variance in traffic violations after controlling for sociodemographic variables and driving attitudes. The present research indicated that time perspective can play a significant role in attitudes toward driving formation. Other variables like driving norms or situational factors should be considered in planning research and programs promoting safe driving.

FRIENDSHIP PROJECT: A MULTICULTURAL-ANTIRACIST PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

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The last few years Greece has experienced an unprecedented influx of refugees searching for a better and safer life in the EU. According to UNHCR more than one million people have been forced to flee home countries in the Middle East and south Asia due to war and deprivation. This large vulnerable human flow has become a serious social issue in terms of ensuring not only refugees' safe accommodation but also their harmonious integration in the host community. Given that refugees' children are enrolled in local elementary schools it is more than vital to eliminate factors that could endanger their psychosocial adjustment and well-being. The Friendship Project (FP) is a school based project designed by the Kent Refugee Action Network. It consists of 4 weekly structured lessons that aim to dispel children's prejudicial beliefs and encourage their empathy and positive attitudes towards refugees. Its effectiveness is based on the successful combination of multicultural and antiracist theoretical approaches. Intercultural knowledge, values and skills of participants are the main objectives of this multifaceted program. The aim of our NSRF (National Strategic

Reference Framework)-funded research was to adapt FP in Greek language and evaluate its longitudinal effectiveness in Greek students. We hypothesized that FP 1) generates more positive attitudes toward refugees, 2) cultivates intercultural empathy, 3) changes preferred acculturation strategy and, 4) prevents racial bullying. For the purpose of our quasi-experimental pre-test/post-test research, 234 elementary school students in Athens and Crete, aged 10-12, were enrolled and randomly allocated to condition (intervention vs control). All participants completed the same set of measures before, after and three months after the implementation of the program. Data analyses were conducted using SPSS 25 and M-Plus 8.0. Results showed that FP had a positive short and long-term impact on students' attitudes toward refugees and preferred acculturation strategy. Small but positive changes were also found in case of intercultural empathy. These results indicate that FP is a valuable and easy to implement school prejudice-reduction program. Key words: antiracist school program, refugees, attitudes, empathy

INVESTIGATION OF THE RELATIONS BETWEEN SOCIAL VIOLENCE AND CHILDHOOD TRAUMA WITH, MENTAL STATE AND SUBJECTIVE WELL BEING

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Man-made disasters are the events that have serious traumatic effects because they threaten human life, affect the social background of life by creating a sense of fear, and interfere with the daily life routine and harm the physical and psychological integrity (Ganor, 2015). It is known that these traumatic events cause much more serious and long-lasting psychological effects than the natural traumas (Merrel, 2013). Social violence is one of the most important man-made disaster and it is gradually increasing on all over the world. Generally in literature, there were respectable amount of research on the psychological effects of social violence with the protective and risk factors. However, the purpose of this study is to investigate the relationship between childhood trauma and the level of social violence while researching people's subjective well-being and psychological symptoms. Also it was aimed to examine gender differences among these factors. The research was conducted with 156 college students. Turkish versions of Childhood Trauma Questionnaire (Şar, Öztürk, İkikardeş, 2012) and Brief Symptom Inventory

(Şahin ve Durak,1994) and Subjective Well-Being Inventory (Tuzgöl Dost, 2005) were used. In addition to this, demographic informations and social violence that participants being affected were gathered from participants. Results showed that women were more affected from social violence than men. However, men showed more psychological symptoms than women. Also it is found that both childhood trauma and psychological symptoms were negatively correlated with subjective well-being, while childhood trauma was positively correlated with. There was no predictor variable found for being affected by social violence incidents. As a result, findings of this research were discussed by the preexisting literature about being affected by social violence. In addition to this, the relationship between all of the the variables of this research (being affected by social violence, subjective well-being, psychological symptoms, childhood trauma) and gender differences among these variables were also discussed with the preexisting literature.

WHY DO OBESE PEOPLE TEND TO EAT WHEN FACING NEGATIVE EMOTIONS? CONTRIBUTION OF EMOTION REGULATION, DEPRESSION AND INTEROCEPTIVE AWARENESS TO EMOTIONAL EATING IN OBESITY

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Emotional eating is a problematic eating behavior, defined as the tendency to eat when facing negative emotions. It is known to be involved in overeating tendencies and weight gain of people suffering from obesity (Braden and al., 2016). Emotion regulation difficulties, such as difficulties identifying, describing and managing negative emotions, as well as depression, are considered relevant risk factors of emotional eating in normal weight and obese individuals (Gianini and al., 2013). In addition, a growing number of studies also questions the role of interoceptive awareness in the development and maintenance of emotional eating. Interoceptive awareness can be defined as the ability to precisely identify and discriminate bodily states. A deficit in interoceptive awareness would therefore enhance emotion regulation difficulties and emotional eating by disturbing the identification and management of both visceral and emotional sensations (Murphy and al., 2017). The aim of the present study was to assess the impact of emotion regulation competences, interoceptive awareness and depression on emotional eating and weight gain in obese patients. 110 participants suffering from obesity ($BMI \geq 30$) were recruited in French hospital's

departments of nutrition or bariatric surgery. Participants completed a set of self-report questionnaires assessing emotion regulation abilities (CERQ-DERS), interoceptive awareness (MAIA-FFMQ), depression (BDI) and eating behaviors (DEBQ-TFEQ). Relationships between variables were investigated using partial least squares path modeling (PLS-PM), a statistical approach for modeling complex multivariable relationships among observed and latent variables. Emotional eating predicted greater BMI in obese people ($\beta=0,458$; $T=5,68$ $p=.00$). Interoceptive awareness, especially the abilities to trust and describe body signal, predicted both emotion regulation difficulties ($\beta=-0,442$; $T=8,9$ $p=.00$) and depression ($\beta=-0,29$; $T=5,21$ $p=.00$). Depression mediated the relationship between emotion regulation difficulties and emotional eating. These findings support the idea that a deficit in interoceptive awareness and emotion regulation difficulties, by increasing the risk of depression and subsequent emotional eating, are relevant risk factors of weight gain and maintenance in obesity. They should be privileged targets of psychotherapeutic interventions for obese patients.

THE POTENTIAL OF BLENDED DEPRESSION TREATMENT: RESEARCH PROTOCOL FOR AN IMPLEMENTATION STUDY

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One of the most prevalent mental disorders, with significant social and economic consequences, is depression. Limiting its ever-growing impact is considered one of the biggest societal challenges. E-mental health applications have the potential to provide a substantial contribution to conventional treatment. Although there is strong evidence for the efficacy and effectiveness of such tools, general uptake in the mental health sector remains limited. As implementation of e-mental health is influenced by many factors, it is important to gain insight in which of these factors might impede or facilitate implementation. Within the Interreg NWE eMEN project, we run a Belgian implementation study in 2018-2019, making use of the e-mental health application, Moodbuster, which has been developed within the context of a number of EU projects, including the H2020 E-COMPARED and Interreg NWE projects. The Moodbuster application is a modular web-based platform with a connected smartphone application for mood monitoring. It is implemented in a blended depression treatment setting in this study but it can also be used as alternative to treatment-as-usual of adult patients with depression. Evaluation of the implementation process will be

threefold with the assessment of the viewpoints of three actors: mental healthcare organisations (i.e., psychiatric hospitals and psychiatric departments of general hospitals), professionals and patients. All relevant mental healthcare organisations in Belgium (N = 131) are contacted to participate in the implementation study. They completed a questionnaire on their reasons for participation or refusal and attitudes towards technological applications in mental healthcare. Then, two psychiatric hospitals and two psychiatric departments of general hospitals are selected for participation. Professionals and patients of these organisations are given pre- and postimplementation questionnaires on themes such as attitudes towards technological applications in mental healthcare, motivation to participate, and evaluation of the Moodbuster tool. In addition, professionals and patients who are not willing to participate also complete questionnaires on their reasons for refusal. This presentation outlines the study's research protocol, presents the first results and discusses how this Belgian study helps to gain insight in which factors promote or hinder large-scale implementation of e-mental health applications in the mental healthcare sector.

DO NAMES SPEAK A THOUSAND WORDS? AN EXPLORATORY STUDY ON NAME DROPPING AT THE WORKPLACE

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Name dropping, the individual tendency of drawing superficial references to desirable 'names', has been examined in the context of managing impressions with acquaintances (Bohra & Pandey, 1984; Leberz, Jonas & Tomljenovic, 2009). Anecdotal evidences suggest that dropping of names might be a more pervasive social phenomenon than has been previously envisaged (Bering, 2009); this study attempts to explicate the pattern of name dropping behaviour within organizational settings by examining the motivation of individuals to engage in the same. A qualitative analysis of in depth interviews conducted with 30 middle level managers (across diverse industry backgrounds) indicates that influential 'names'- typically organizational insiders higher up the hierarchy – are illicitly invoked by organizational members (actors) during persuasion attempts with colleagues/subordinates (targets) at the workplace. Such powerful 'names' are deliberately projected by actors as being in favour of a proposed idea or change initiative, in an attempt to gain target compliance for the same. The analysis reveals that names are likely

to be dropped by individuals when met with continued resistance or opposition for their ideas/suggestions at the workplace; the behaviour is especially rampant when the veracity of the stated name drops is difficult for the targets to verify. By exploring the phenomenon of name dropping in organizational settings, this study intends to contribute to the expanding literature on proactive influence tactics while simultaneously broadening the managerial mental models on influence attempts at the workplace. References Bering, J. (2009, September 04). "So Then I Said to Roger Federer...": The Tricky Business of Name-Dropping. Retrieved from <https://blogs.scientificamerican.com/bering-in-mind/8220-so-then-i-said-to-roger-federer-8230-8221-the-tricky-business-of-name-dropping/> Bohra, K.A & Pandey, J. (1984). Ingratiation toward Strangers, Friends, and Bosses. *The Journal of Social Psychology*, 122(2), 217-222. Leberz, C., Jonas, K. & Tomljenovic, B. (2009). Are we known by the company we keep? Effects of name-dropping on first impressions. *Social Influence*, 4(1), 62-79.

MEDIATING ROLES OF PERSONALITY CHARACTERISTIC ON THE RELATION BETWEEN EARLY MALADAPTIVE SCHEMAS AND DEPRESSION

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Various studies have provided empirical support for the relationship between the early maladaptive schemas and psychopathology. However, personality characteristics are important aspects that should be taken into account to understand the vulnerability factors for depression. Consistent with this argument, few studies revealed that function of early maladaptive schemas were related to psychopathology through some personality characteristics. Thus, present study examined the relationship between early maladaptive schemas and personality traits on the route through which psychopathology tend to develop. In order to analyze the possible mediational roles of personality traits between the schema domains and depressive symptoms relationship, 431 adults (267 females and 164 males) whose ages varied from 19 to 55 were included. To determine the mediational hypotheses, three

multiple mediation model were conducted via Hayes method. The results indicated significant mediational role of personality characteristics between schema domains and depression relationship. Specifically, neuroticism had significant mediator role between all maladaptive schema domains and depressive symptoms. Although mediator role of extraversion was found to be significant for Impaired Limits/Exaggerated Standards (ILES) and Impaired Autonomy/Other Directedness (IAOD) schema domains, it was not significant when the model included the Disconnection/Rejection (DR) schema domain. However, the association between DR schema domain and depression symptoms was significantly mediated by extraversion, agreeableness, and openness to experience personality traits. Results were discussed in the light of the literature.

EFFECTIVENESS OF AN INTERNET-BASED INTERVENTION FOR PROCRASTINATION IN COLLEGE STUDENTS: A RANDOMIZED CONTROLLED TRIAL

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Procrastination, defined as irrational and voluntary delaying of necessary tasks, is widespread among college students and comes with serious consequences for the well-being of those affected. Internet- and mobile-based interventions (IMIs) offer a promising new prevention and treatment approach with the potential of reaching many students in need. Consequently, the aim of this study is to evaluate the effectiveness and feasibility of an IMI for procrastination based on Cognitive Behaviour Therapy (CBT) in a sample of college students. This randomized controlled trial is conducted within StudiCare, a large German project dedicating itself to mental health promotion of college students. "StudiCare Procrastination" is compared to a wait-list control group. The intervention consists of five consecutive modules on topics like psychoeducation, time-management or self-regulation. Participants are guided by e-coaches. From May to November 2018, N=120 college students were recruited at over 15 colleges in Germany, Austria and

Switzerland. Assessment is still ongoing and takes place before, 6 and 12 weeks after randomization. Primary outcome is procrastination (Irrational Procrastination Scale). Secondary outcomes are depression, anxiety, stress, well-being, (academic) self-efficacy, intervention satisfaction, adherence and acceptance as well as risks and side-effects. Among examined moderators and mediators are treatment expectancy and sociodemographic variables. Analyses will be performed on ITT-basis. Preliminary results (completers only analysis, n = 78) point to a significant reduction of procrastination in the intervention group compared to the control group (ANCOVA: $F = 11.527$; $p = 0.01$; $d = 0.54$, 95% CI [.08; .99]). According to initial results, the intervention effectively reduces procrastination in college students. Therefore, "StudiCare Procrastination" could provide a low-threshold, cost-efficient way to help the multitude of students suffering from problems caused by procrastination. Final results will be presented at the congress.

PERSONAL DETERMINANTS OF THE RISKY BEHAVIOR OF MINORS (ON THE EXAMPLE OF "TRAIN SURFING")

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"Train surfing " is a method of transportation which consists in traveling on trains and other rail vehicles from the outside. Motivational aspects of the train surfers are: – "enjoy the speed and driving process"; – "car windows limit the ability to admire the surrounding space"; – "travel on the roof of the rolling stock is more comfortable, more convenient and allows you to enjoy the fresh air, unlike the carriage of the train filled with people, where it is stuffy and hot"; – "the carriage is full, it is impossible to enter it, and there is always room on the roof", etc. Psychological features of adolescent train surfers: – desire for self-expression; – need for novelty; – propensity to risky behavior; – needs for autonomy, freedom, affiliation, significance; – the need to change their status in the system of social assessments, determining their place in the social hierarchy; – disharmony of personality; – changing established interests; – protesting behavior in relation to adults and to society in adolescents (Letter of the Ministry of Education and Science of the Russian Federation of May 24, 2017 N 07-2732 "On the

Direction of Methodological Recommendations for the Prevention of train surfing among Minors"). The personal determinants of risky behavior of adolescents include: – impulsiveness; – low stress tolerance threshold; – low self-esteem; – isolation, detachment, hostility; – low emotionality, difficulties in awareness and expression of their feelings; – lack of meaning of life; – distortion of value orientations and moral concepts; – unwillingness to take responsibility for their actions, external locus control, etc. Risky behavior is interrelated with the emotional characteristics of the individual. Propensity to risky behavior is based on motivation and depends on the acquired life experience; it is interrelated with self-esteem and self-perception. Risky behavior is directly related to the value system of a person. The main personality determinants of risky behavior of adolescents engaged in train surfing are: – hostility, aggressiveness (including auto-aggression), irritability; – offense, guilt; – high severity of existential problems.

WHEN FAMILY ROLES ARE REVERSED: THE EFFECTS OF PARENTIFICATION AND SELF CONSTRUCTION ON EMOTION REGULATION

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Emotion regulation (ER), which is defined as regulation of positive and negative emotions without repression, is known to be related to many favourable outcome (Gross, 2002). To date ER has been studied in the context of infancy, childhood and adolescence. However the effects of the distribution of intrafamilial tasks and roles have been neglected. Parentification is defined as the case that parent(s) and child(ren) interchange their primary roles and that child focuses only on satisfying his/her parents' and siblings' needs (Hooper, 2007). Parentification may be transferred to relationships in adulthood. The purpose of this study is to explore whether the parentified children have emotion regulation difficulties (ERD) in their adulthood depending on personality types and self-constructs. Reviewing the literature we hypothesized that childhood parentification (positive) and autonomous-related self (negative) predicts ERD in adulthood and that this relation is mediated by personality type (especially Neuroticism). 285 undergraduates (233 F, 52 M) filled out the Parentification Inventory, Difficulties in Emotion Regulation Scale-Brief Form, Big Five Questionnaire-50 and Autonomous-Related Self Scales. Hypothesized model was tested through path analysis. Results

Goodness-of-fit indices from the proposed model were not satisfactory. Therefore, we established another model in which self construal and parentification are constructed based on personality, which we deemed as a fundamental trait. Revised model yielded acceptable goodness-of-fit indices: χ^2 (sd = 15, N = 285) = 32.678, CFI = .962, RMSEA = .064. According to the model, emotional stability (the direct opposite of neuroticism) predicts the autonomous-related self positively ($\beta = 0.22$, $p < 0.001$), autonomous-related self predicts parentification negatively ($\beta = -0.19$, $p < 0.01$), and parentification ultimately were associated with difficulties in emotion regulation in emerging adulthood ($\beta = 0.15$, $p < 0.01$). Discussion In her model of family change, Kağıtçıbaşı (2017) postulates that autonomous-related self is the optimum self-type since it meets the basic human needs. Our findings are compatible with this conceptualization. On the other hand, heteronomous-related self didn't reveal the expected positive relation with parentification. In addition, our study shows that personality types, as fundamental qualities, develop throughout the early life experiences and then shape emotion regulation abilities via the self and parentification.

SELF-CONFIDENCE AND SOCIAL COMPETENCE IN WILLINGNESS TO SHARE INFORMATION AMONG RADIO LISTENERS

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In the modern era where everything is sophisticated and urban community were known for their individualism, actually, there is still have concern for others, almost every day through the radio Suara Surabaya, listeners share information, their participation is very helpful to the problems of other listeners, such as congestion problems and also the discovery of stolen car . From the hypotesis, we can conclude that there is a positive relationship between self-confidence and social competence with willingness to share information. Furthermore, researchers conducted research on Suara Surabaya radio listeners. Subjects were 75

person, aged from 22 to 55 years old. This research is quantitative research, with propotional sampling technique; the measurement is using multiple regression and partial correlation. Regression analysis results show F regression value of 88.564 with $p = 0,000$ ($p < 0.005$). And for conclusion there is a significant relationship between confidence and social competence with the willingness to share information. Obtained $R^2 = 0,703$, meaning willingness to share information influenced by variable of confidence and social competence equal to 70,3%.

SEX DIFFERENCES IN SELF-REPORT EMOTIONAL INTELLIGENCE AND DARK TRIAD OF PERSONALITY

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The Dark Triad (DT) traits of narcissism, Machiavellianism and psychopathy have weak relations with general mental ability [Zajenkowski, Czarna, 2015] and describe malfunctioning interpersonal relationship [Austin et al., 2007]. The interpersonal relationships based on socio-emotional intelligence included communication competence [Diez, 1984], social intelligence [Gardner, 1993; Guilford, 1967] and emotional intelligence (EI) [Mayer, Salovey, 1997]. DT traits have unclear links with features of emotional intelligence: low affect and cognitive empathy [Turner et al., 2019], inadequacy of recognizing emotional conditions and correctly to respond to them [Lyons, Brockman, 2017]. Recent studies have data about stable sex differences only in degree of variance of self-report EI and DT. Thus our study was directed to test the hypotheses of correlation between DT and self-report EI by gender. A sample of 244 students aged 18-30 from different universities of Perm (54 % female) completed Russian translation of the Short-Dark Triad [Paulhus, Williams, 2014] and Questionnaire of Emotional Intelligence [Lyuisin, 2006, 2009]. The hypothesis was tested using bivariate zero-order Person correlation, t-test and Cohen's d. We

have found statistically significant differences for Machiavellianism ($d=0,30$), psychopathy ($d=0,73$) and control of emotional expression ($d=0,70$) in male group. Significant relations between self-report EI and DT were observed for narcissism and psychopathy. In male sample correlations of narcissism were in the range of 0,20 to 0,27 where it was related to managing emotions. In female group we found many correlations in the range of 0,18 to 0,39 with all components of self-report EI (except of control of emotional expression). Psychopathy of men had significant negative relations in both group for intrapersonal EI (for male from -0,22 to -0,29; for female from -0,19 to -0,22). In general narcissism is the "bright" feature of personality for socio-emotional efficiency while psychopathy is the "darker" trait. Sex differences were observed in male narcissism which associated with the pragmatic side of EI: managing emotions of other people and emotional self-regulation. However, all received relations were weak. "Dark" personality can be considered as a factor of social and emotional efficiency in interpersonal relationships.

IDENTIFYING WITH ONLINE GAME CHARACTERS: A TEMPORARY SHIFT IN PLAYERS' SELF-PERCEPTION OR A LONG-TERM CHANGE IN SELF-CONCEPT?

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Psychological and social implications of playing online games, a popular activity all over the world, have been discussed in many studies. This study aimed to focus on online game characters, to express what it means to identify with an online game character in social psychological terms. Several studies, upon a literature review, were examined to see how identifying with a game character is conceptualized. It was concluded that two approaches to the issue could be distinguished. One approach, mainly based on Cohen's (2001) conceptualization of identifying with media characters and Self-Discrepancy Theory (Higgins, 1987) state, online game characters are closer to one's ideal self and by identifying with an online game character, players can temporarily reduce the discrepancy between their real self and ideal self (e. g. Klimmt, Hefner & Vorderer, 2009). It is assumed while playing players experience a change in their self-perception by identifying with their characters which have more desired aspects than themselves. Another approach indicates the experience may not be temporary. Based on Social Identity Approach, they state, in

multiplayer games, affiliations with groups (in-game groups or game community in general) should also be considered when discussing identification. Not only identification with game characters, but also with in-game groups and game community as a whole are regarded as dimensions of identification. (e. g. Looy, Courtois, Vocht & Marez, 2012). Players even show in-group favoritism by favoring their in-game group's members over opponent groups' and those who play (i. e. community members) over those who don't (Guegan, Moliner & Buisine, 2015). Overall, identification in online games is a multifaceted issue in which the experience goes beyond the moment of play. Players not only can experience different selves through identification with their game characters but also they can find groups to affiliate with and giving them a desired social identity. They not only imagine themselves to be in the virtual world through their game characters but also they "live" in it by identifying with virtual groups. Implications for commitment to online games will be discussed based upon the related theoretical framework.

ATTITUDES TOWARDS GIFTED EDUCATION IN THE SLOVENIAN UPPER SECONDARY SCHOOLS

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Giftedness is an outstanding learning potential that will most likely develop, if a student at different developmental stages experiences appropriate learning opportunities based on his/her abilities, needs, and interests. Cultivation of positive attitudes towards gifted education is crucial to ensure that gifted students receive appropriate educational opportunities and provisions. At the presentation, the analysis of attitudes towards gifted education in Slovenian upper secondary schools will be discussed in the framework of three-year evaluation project PROGA of enrichment provisions for gifted students. The sample included 912 students from four selective coeducational upper secondary schools, i.e. gymnasiums, their teachers (N = 74) and parents (N = 273). Participants filled-out self-report questionnaire about attitudes towards gifted education on 5-point Likert scale; including some open questions to get deeper insight into the context. The results showed that teachers and parents generally tend to have neutral to positive attitudes towards gifted education ($M_t = 2.90$, $SD_t = .25$; and $M_p =$

2.83 , $SD_p = .34$, respectively). Likewise students report about the absence of negative attitudes ($M_s = 2.80$, $SD_s = .32$), although it seems from students reports that gifted students do not want to stand out from their peers. Furthermore, ANOVA showed that groups of participants (i.e. students, teachers and parents), differ statistically significant in their attitudes, $F(2;1256) = 3.59$, $p = .03$. Post-hoc analysis with Bonferroni's correction applied revealed that teachers hold significantly higher positive attitudes compared to students ($t(984) = -3.14$, $p = .002$); however the effect size was low. The results will be reviewed from the perspective of Slovenian gifted educational context. The focus will be on the development of appropriate teaching approaches and communication in schools in order to gain positive experiences that will contribute to cultivation of positive attitudes towards gifted education. In the given framework, the vital role of highly competent teachers and mentors, who hold appropriate professional attitudes towards gifted education, will be highlighted.

THE EFFECT OF THE GROUP-BASED INTERVENTION FOR THE INTEGRATIVE COGNITIVE MODEL IN BIPOLAR DISORDER: A PILOT STUDY

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The Integrative Cognitive Model, which is developed to understand and to explain the mood swings, assumes that extreme, conflicting and personalized appraisals regarding internal states have significant roles in mood swings. The aim of this pilot study was to investigate the effect of the 8-session group-based intervention for the Integrative Cognitive Model. The sample was composed of 20 patients with Bipolar-I and Bipolar II diagnoses. 10 of the participants were in the intervention group and the rest was the control group. Trait Anxiety Inventory, Beck Depression Inventory, Hypomania Checklist-32, Hypomanic Attitudes and Positive Predictions Inventory-41, Internal States Scale, Psychological Well-being Scale and The Satisfaction with Life Scale were applied for pretest, posttest, 1-month and 3-month follow-up. The effect of the intervention was examined in terms of clinical symptoms (depression, hypomania, anxiety) and psychological processes (hypomanic attitudes,

psychological well-being and life satisfaction). The group sessions were held once a week for 1.5 hour. The main purpose was to identify related but conflicting appraisals and to develop more effective and functional ways to cope with changes in internal states (feeling-thought-physiological reaction). The analyses revealed that 8-session group intervention could make a change toward recovery in terms of depressive symptoms, psychological well-being and life satisfaction. The expected effect could not be observed among hypomanic attitudes. The findings of the research indicated that the group-based intervention of The Integrative Cognitive Model was quite effective and applicable. For the prospective researches, it is suggested that the effectiveness of this intervention might be examined in larger samples being composed of participants with different medical history and from different mood centers.

STRESS: THE PSYCHOLOGICAL CLOCK OF IGENERATION OF INDIA

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iGENERATION also known as GenerationZ are the people born in the year 1994 or later. It has been noticed that suicidal rates are higher among them in India. Tension, anxiety, loneliness etc. are prevalent which cause stress and it leads to depression and other psychological problems. The research aims to find out the major reasons of stress among iGeneration of India. Research questions: 1. Does family lead to stress among high school students? 2. What are the major contributing factors to stress among iGeneration of India? Hypothesis: 1. H0 – There is no significant relationship between family and stress of iGeneration. H1 – There is a significant relationship between family and stress of iGeneration. [II]: The standardized tool “Student’s stress scale” by Dr Manju Agarwal was finalized for data collection. Considering Purposive sampling technique, 1000 Indian students were the part of the study. The statistical tests employed for analyzing the data were Linear Regression, ANOVA test, F-test, Coefficient & P-Plot graphical presentation & SPSS (Statistical package of Social Science) software was used

for running the statistical tests. [III]: 1. 58% sample population (students) experience stress due to their family. 2. 42% students’ experience stress due to other factors namely social, educational, peers, bereavement, separation, health etc. 3. 81% stress is experienced when family members interfere in personal matter, relationship among the family members is strained, parents favor siblings, parents don’t trust or beat & parents have extra-marital affair or are separated. 4. The null hypothesis (H0) is rejected and alternate hypothesis (H1) is accepted and the model is overall significant. [IV] It can be concluded that stress is prevalent but the surprising fact is family causes immense amount of stress in students’ life in India. In general, family is considered stress buster and peace-maker but the analysis show contrasting result. One of the reasons of distress and other psychological problems is their uncordial relationship with their family members. It is an eye-catching fact and should be considered by the stake holders of India and world-wide.

PATTERNS OF MEANINGFULNESS IN A STATE OF CRISIS

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In suicidal behavior the decisive is how a person reacts to internal and external circumstances. Theoretical basis for the study includes the Leontiev's model of suicide (2008), which deals with the existential dimension of personality. The model highlights predictors of suicide rejection: the presence of reflexive distance from one's own life, which allows to take an active position; the feeling of meaningfulness, which is determined by connection with yourself, other people and the whole world. The presented hypothesis affirms that the groups with different clinical symptoms of suicidal behavior have different patterns of meaningfulness. The research is based on the database of Crisis Department of the Moscow City Yeramishantsev Clinical Hospital. 148 patients (from 16 to 69 years old; 107 women and 41 men) filled a test of psychodiagnostic methods about the features of self-regulation and the meaning sphere of personality. The research uses new methodological tool «The Sources of Meaning and Meaning in Life Questionnaire (Schnell, 2009; Bolotova, Leontiev, 2016). Common meaningfulness is considered a space of two relatively independent variables: "meaningfulness

of life" (ML) and "crisis of the life's meaning with a tense desire to look for it" (CLM). The data of suicidal ideation, self-harm and suicidal behavior were taken from the patients' medical history. We used One Way ANOVA, z-score, hierarchical cluster and cross-tabulation analysis. There is approximately an equal amount of crisis patients' groups with such patterns of meaningfulness as: Meaning-loss: low ML at different CLM (often high); Meaning-stressed: high ML and medium-high CLM; Meaning-stable: high ML and low CLM. Patients with suicidal attempts have 1.5–2 times more Meaning-loss pattern, patients with only suicidal ideation have the Meaning-stressed pattern, and the patients without suicidal symptoms have the Meaning-stable pattern 1.5–2 times more often than the other groups. In case of the Meaning-loss the predictor of real suicidal risk is low ML, not the level of CLM: the group with suicidal attempts is distinguished by the alienation and low index of ML while the other two groups have high index of ML. The psychological diagnosis of meaningfulness patterns predicts the dynamics of the crisis much better than the clinical database.

PSYCHOLOGICAL ANALYSIS BY EXPERT WITNESSES BASED ON ALLEGED CRIMINAL OFFENSES OR COMPLAINTS: A FAULTY CONDUCT WITH SERIOUS CONSEQUENCES

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Psychological analysis by expert witnesses based on alleged criminal offenses or complaints: a faulty conduct with serious consequences. In countries where Justice is regulated by the Statute Law (as opposed to Common Law) criminal cases are first investigated by a Judge whose task is to gather all elements of evidence and defence before the case is submitted to the Court. Expert reports are ordered by the investigative Judge during that preliminary phase. The usual mission entrusted psychologists is to assess the personality of the suspect, while respecting their presumed innocence, a legal right retained until proven guilty. A recent analysis of psychological reports produced by expert witnesses in Belgium has found many formulations that manifest a

dramatic ignorance of the code of ethics for psychologists. It is frequent to see that psychologists describe the suspect, say as a paedophile (which is a medical diagnosis and not a penal category) based on the filed charge of sexual offense on a minor instead of on elements independent from the charge itself. Thus the assessed person is given as guilty and paedophile. By doing so, the psychologist does not respect the necessary neutrality and objectivity, nor ethical methods of psychological assessment, nor the concepts recognised by the scientific community, nor, evidently, the presumption of innocence. We will discuss in detail these problematic and alas frequent aspects of expert witnesses reports in reference to the code of ethics.

EFFECTS OF COMPASSION, SUBJECTIVE WELL-BEING AND PROACTIVE STRATEGIES ON WORK ENGAGEMENT AND WORKING ENVIRONMENT FIT AMONG A GROUP OF ITALIAN KINDERGARTEN TEACHERS

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The study is aimed at deepening the understanding how mutual compassion, subjective wellbeing and proactive strategies have an effect on work engagement and working-environment fit among kindergarten teachers; pre-schools contexts have been insufficiently addressed by the literature on workplace well-being and, more in general, in the mainstream of the positive psychology. The study reached a group of 319 full-time, in-service kindergarten teachers of Italian preschools. A questionnaire was administered, containing the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999), the Santa Clara Brief Compassion Scale (Hwang, Plante & Lackey, 2008), the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2004), the Proactive Strategy Scale (Salmela-Aro, 2009), the Teacher-Working Environment Fit Scale (Pyhältö, Pietarinen & Salmela-Aro, 2011), as well as socio-demographic questions (age, sex, years

of teaching, marital status). Data were analysed using the structural equation modelling (SEM) approach. Results show that compassion and subjective happiness have a direct, positive, and total effect on work engagement, whereas the effects of compassion and subjective happiness on working fit suggested the association among these constructs is mediated by the proactive strategies. The current data show that early childhood teachers are more likely to develop higher level of work environment fit by drawing on positive, school-related relationships than by relying on their individual characteristics. Positive interpersonal relationships experienced in the school context can promote early childhood teachers work engagement protecting them from the risk of work-related burnout. Ultimately, the study's findings suggest the importance of investing in the quality of the working environment.

THE ROLE OF PARENTAL STEM-SUPPORTIVE BEHAVIOURS IN FORMATION OF CHILDREN'S STEM CAREER INTEREST

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According to many vocational theories parental support has an important role in children's career development. It seems that parental behaviours can shape, increase, or modify children's interests and steer their educational and vocational pathways. The aim of this study was to examine to what extent parental STEM-related behaviours can influence children's vocational interest toward STEM occupations and activities. We measured parental STEM encouragement, parental STEM modelling behaviours, and parental provision of STEM materials as the predictors of children's interest in STEM. The parental self-reported behaviour measures were collected around 15 months before we assessed children's interests. The study encompasses 501 last-grade middle school children (age 14) and one of their parents. The results indicated a two-dimensional structure of the construct of children's STEM interests. The first dimension was related to interest in the science-mathematics professional domain, while the second domain was related to interest in the engineering-technology domain. We examined the predictive power of parental behaviours for both of these interest factors, while controlling

for children's last-year school achievement in STEM subjects. We also examined the moderating effects of child's gender on the observed regression paths. The results showed that parental behaviours were not significant predictors of students' interest in engineering-technology professional domain. However, parental behaviours had predicative contribution in explaining students' interest in science-mathematics professional domain, even after controlling for students' previous STEM school achievement. It was shown that in case of boys, these interests were predicted by parental STEM encouragement and in case of girls by parental provision of STEM materials. Parents' modelling of STEM-related activities did not show to have a contribution in explaining children's interests, even after we took child's gender into account. Parental behaviours explained up to 10% of variance in children's STEM interest. The role of parental behaviour in formation of children's vocational interests is discussed, and general findings were compared to those specific for STEM area. The importance of gender sensitive parental support in STEM educational and vocational field was accentuated.

RELATIONSHIP BETWEEN OBESITY AND ATTACHMENT REPRESENTATIONS IN COUPLES

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According to the World Health Organization, Obesity has become a global epidemic. It is a highly prevalent condition with significant health and mental health implications. In this research obesity was studied using an attachment framework. The primary objective of this study was to evaluate the role of couple's attachment representations on individuals' weight status. A cross sectional anonymous survey, mixed method design was conducted. Two hundred and sixteen adults over the age of 21 who lived in Puerto Rico were selected using convenience sampling. Only participants who were married or cohabitating were included for analyses (N=140). Body mass index (BMI) was calculated from the individual's height and weight and adult attachment was measured with the Experiences of Close Relationships-Revised (ECR-R) questionnaire Spanish translation. The sample consisted of 78 females and 61 males with a mean age of 42.7. The mean weight for females was 164.3 pounds while males was 198.5 (p=.003). There was statistically significant difference in BMI mean scores among gender (p

= .003). Males obtained higher BMI scores (M=31.94, SD=8.99) than women (M=27.95, SD=4.93). Over 73% of the sample was overweight or obese. One-way ANOVA was performed to test differences between ECR-R scores and BMI classification. Results showed significantly lower ECR-R total scores with increasing BMI category (p=0.005) with healthy group scoring a mean of 92.61 (SD=11.09) and obese scoring a mean of 83.72 (SD=15.07). The lower the ECR-R scores, the lower the secure attachment. Participants were classified in different attachment styles: secure attachment (N=65), preoccupied (N=21), avoidant (N=16) and fearful (N=32). A chi-square test was performed to examine the relationship between the BMI and attachment categories. Those classified as having a fearful-avoidant attachment had a higher BMI score. Our findings suggest that weight seems to be related with attachment representations. Obese individuals had a higher insecure attachment than individuals with a healthier weight, with a tendency to a more fearful-avoidant style of attachment.

RANDOMIZED CONTROLLED FEASIBILITY TRIALS OF GUIDED PSYCHOLOGICAL INTERNET-INTERVENTIONS FOR PEOPLE LIVING WITH CHRONIC SOMATIC DISEASE

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Health-care of people living with chronic somatic disease (CSD) often focusses on the treatment of physical symptoms. Strong associations between CSD and psychological burden, especially depression, have been reported. High levels of psychological burden worsen outcomes for people living with CSD and limit quality of life. The trials aim at evaluating the feasibility and potential effectiveness of WDeCAD and W-Decide (based on Cognitive-Behavioral-Therapy), ACTonDiabetes and ACTonCancer (based on Acceptance-and-Commitment-Therapy), four guided psychological internet-interventions for the treatment of psychological burden in people living with coronary artery disease, cancer or diabetes. In the course of four different, two-armed randomized waitlist-control feasibility trials, markers of feasibility as primary outcome (e.g. adherence, satisfaction with the intervention, recruitment strategies) and markers of target group-specific psychological burden as

secondary outcomes (e.g. depression, anxiety, disease-related distress) were measured. Analyses are performed on an intention-to-treat-principle. Across four different trials with the same implementation logic, we randomized N=30 to N=60 people living with different CSDs. Results show that interventions are feasible and on average well-accepted by people living with CSD. However, several differences between different populations and therapeutic approaches with regard to primary and secondary outcomes emerged. Results of each trial are presented at the conference. Focus of the talk is on "differences-that-make-a-difference" in the field of tension between psychological internet-interventions for people with different CSDs. The trials contribute to the improvement and facilitation of mental health-care for people living with CSD by using innovative eHealth approaches.

THE IMPACT OF NEUTRALIZATION ON MENTAL CONTAMINATION ACROSS GENDER GROUPS: AN EXPERIMENTAL STUDY USING AN IMAGINED NON-CONSENSUAL KISS SCENARIO

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Mental contamination (MC) is an internal feeling of dirtiness without having any direct contact with contaminated object/person. Previous studies have indicated that women who are victims of sexual assault express MC. Therefore; subsequent experimental studies have used the paradigm of the "dirty kiss" in non-clinical samples to evoke feelings of MC. This study first aims to examine the role of some vulnerability factors in MC. The second aim is to evaluate the impact of neutralization behavior on the feeling of MC by comparing the gender influence. Participants were 65 female and 56 male university students who were asked to complete a set of questionnaires, then they listened the scenario which includes forced kiss by an elderly person opposite to their gender. Then they completed MC form (T1) before randomly assigned to one of three conditions of physical washing, imagined condition or control group. Then MC form was completed again (T2) and lastly after 5 min delay (T3). Hierarchical regression analysis was conducted to examine MC related factors. The results indicated that fear

of self, guilt, disgust sensitivity and propensity, and OC symptoms significantly predicted the degree of MC at T1. In order to examine the impact of neutralization behavior on the feeling of MC between gender groups with time, a 3 (time: T1, T2, T3) x 2 (gender) x 3 (neutralization conditions) design repeated measures MANOVA was conducted. The main effect of gender and time was significant (Wilks' = .87, $F(2,117) = 3.55$, $p < .01$, $\eta^2 = .12$). The participants reported higher MC at Time2 and MC decreased significantly after neutralization effort. Furthermore, female participants reported significantly higher MC as compared to male participants. However, the main effect of neutralization condition and any interactions were not significant. Results suggest that several affective and cognitive vulnerability factors, as well as gender may be critical to the development and maintenance of pathological mental contamination and the washing urges. The gender difference may be due to moral and cultural codes on female impurity.

INCLUSIVE LEADERSHIP, LEADER-MEMBER EXCHANGE, AND EMPLOYEES' VOICE BEHAVIOR: A DUAL-STAGE MODERATED MEDIATING MODEL

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While workforce diversity is considered as a strategic priority to provide contributions in dynamic, complex, and competitive organizational environments, both practitioners and researchers have increasingly looked to organizational inclusiveness, in order to make people of different identities be fully themselves and valued organizational members. Inclusive leadership refers to "leaders who exhibit openness, accessibility, and availability in their interactions with followers". Using Relational Leadership Theory (RLT) as the overarching framework, the current study aimed to examine how inclusive leadership indirectly influence employees' voice behaviors via leader-member exchange (LMX) as well as the boundary conditions of the focal relations. Data was obtained from a convenience sample of Chinese full-time employees. A total of 803 participants (323 females and 480 males) finished our survey. Results showed that: 1) LMX mediated the

positive effect of inclusive leadership on employees' voice behaviors. Specifically, inclusive leadership increased the qualities of LMX, and then, employees were likely to demonstrate voice behaviors; 2) leadership credibility moderated the aforementioned mediating effect of LMX (i.e., a first-stage moderated mediation), which was stronger (vs. weaker) at higher (vs. lower) levels of leadership credibility; 3) the magnitude of LMX's mediating effect on the inclusive leadership-voice behavior relation also relied on employees' achievement value (i.e., a second-stage moderated mediation). Such indirect effect was stronger when employees held higher achievement value. Our findings not only help to clarify the underlying mechanism of inclusive leadership-voice behavior relation, but also provide several important insights into practical implications, such as how to invoke inclusion practice in multiple ways to build inclusionary environments.

METHODOLOGY FOR ASSESSING THE DEGREE OF VICTIMIZATION OF ADULT

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Victimization is an event or experience of violence, a process of making a person a victim of criminal assault, as well as a result of this process. It is necessary to study victimization because of its wide distribution in society and the many negative consequences for its victims. The purpose of the report is to present the text of a reliable and valid test methodology for assessing the degree of victimization of an adult for its use in research. Until now, such methods and tests for adults are missing in both national and foreign literature. Tasks for the test that determine the degree of victimization were obtained using a combination of external, deductive and inductive strategies. In the pilot study, two contrasting groups of 389 and 400 adult subjects took part. Comparison of their indicators allowed to select test tasks for men and women. A reliable and valid test has been developed for assessing the degree of victimization of adult individuals. Scales (subtests) of the test diagnose seven types of victimization: general and carried out

victimization; the tendency to aggressive, self-destructive, dependent and non-critical type of victimization and the degree of the individual's vulnerability to manipulation. The test is standardized: the norms for males and females are given, allowing measuring the variance between the individual result of a particular subject and the average value in units of standard deviation. It is proven that the designed test satisfies the standard criteria of reliability, i.e. internal consistency, reliability of parts of the test, re-test stability. The developed test is valid because it satisfies all known criteria of validity: validation in the process of test construction, as well as content, "obvious", diagnostic, consensus, construct, convergent, contrast, and gender validity criteria. The essence of victimization is explained by the fact that the individual diagnosed with this test positively correlates with their likelihood for risky behavior, anxiety, depression and low self-esteem; and is negatively associated with assertiveness.

POSITIVE AND NEGATIVE INFLUENCES OF MASCULINITY ON MEN'S HELP-SEEKING PREFERENCES WITH REGARD TO EXPERIENCED VIOLENCE

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Background: For men, experiencing interpersonal violence and disclosing this experience to physicians can be associated with fear, shame or a sense of diminished masculinity. The current study analyzed the association between masculinity and men's wish for physician-patient conversations to include questions about violence they might have experienced.

Methods: Participating in the study were 129 male patients (Mage=59, SD=15) at an Austrian hospital. In a structured interview, we asked patients whether they had ever experienced one of the following forms of violence: physical violence, sexual abuse, verbal abuse, repeated humiliation, serious threats or repeated bad treatment. We used a questionnaire to ask patients whether in the future they wanted their physician to ask them about violence they might have experienced. We assessed masculinity with the Gender Role Conflict Scale-Short Form (GRCS-SF). We calculated a logistic regression model, in which we entered the four scales of the GRCS-SF, and then conditionally excluded them if they did not make a significant contribution to the model.

Findings: Of the patients 56% reported at least one form of violence and 48% of all men wanted

their physician to ask them about possible experiences of violence. Men who adhered to the masculine norm of being focused on work and being self-efficient were more likely to want this topic to be initiated by a physician than were men who did not adhere to these norms (OR=1.6, CI=1.1–2.3). Men who continuously tried to be more successful than other persons were less likely to want such conversations than were men who were not so competitive (OR=0.3, CI=0.5–1.0).

Conclusion: Experiences of violence should be an important part of physician-patient conversations with male patients, because a significant proportion of men is affected by experiences of violence and those men want their physician to initiate this conversation. As expected, some masculine norms act as barriers to men's willingness to obtain help. However, other masculine norms are positively associated with men's willingness to talk about experiences of violence. When dealing with violence experienced by men a gender-sensitive approach should be applied that considers negative and positive associations with masculine norms.

SOCIO-MORAL CLIMATE IN THE HOSPITAL: A MIXED-METHODS STUDY WITH HOSPITAL PHYSICIANS

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In the hospital work setting, multi-professional collaboration is crucial for the success of the work in this setting, the health of the patients as well as the employees. Examples refer to finding and performing the best treatment for the patients or making ethically correct decisions. Especially in stressful situations, one has to be able to rely on her/his colleagues and to trust each other. A positive socio-moral working climate can provide a supporting organizational resource in this regard. The socio-moral climate (SMC, Verdorfer, Steinheider & Burkus, 2015) is part of the organizational climate and contains five dimensions (e.g., reliable appreciation and support, open and free communication, participative cooperation), which are able to promote (moral) personality development and health of employees. Based on a quantitative survey on SMC with N=217 hospital physicians within a larger research project, the following research questions resulted: Is a SMC also observable? Do the results of the observation replicate previous findings regarding SMC levels? Which antecedents and outcomes of SMC can be identified in this special work setting? After developing a SMC observation tool, the observation of SMC was applied in three different

medical disciplines in a university hospital in Austria. Two observers accompanied in total 21 observations at medical meetings and rounds. Additionally, eight interviews regarding the SMC with resident physicians and physicians responsible for medical training were conducted. Analyses of the SMC observation showed that 45% of the observed communication contained SMC-relevant aspects. The observer agreement was satisfying and SMC total values per discipline corresponded with the results of the quantitative survey. Interview results showed the importance of the SMC dimension "reliable, constant appreciation and support" for motivation, well-being and health outcomes. Identified antecedents of a SMC were leadership styles and the understanding of hierarchical levels in the specific medical department. We innovatively developed and conducted a comprehensive mixed-methods study on SMC in hospitals, gaining the first observer-based rating tool for SMC in organizations for professional users. Furthermore, the findings provide interesting approaches for personal (moral) development and (organizational) well-being support of employees, both, for research and practice.

PROMOTING FORVIGENESS AMONG TURKISH WOMEN: A PILOT STUDY

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Forgiveness is a motivational behavior that nourishes interpersonal prosocial behaviors and inhibits adverse behaviors such as aggression, repining so on and so forth (McCullough, 2000). Recent studies indicate forgiving self, others and forgiveness by God have indirect effects on health related outcomes (Webb et. al., 2013). Self – forgiving and forgiving by others are protective of depression (Ermer, 2015), and suicidal attempt (Randy and Proulx, 2013). By reducing psychological stress forgiveness promotes resilience as well (Worthington, Griffin, Toussaint, Nonterah, Utsey & Garthe, 2016). In line with the previous findings, the purpose of this study was to examine the effectiveness of a forgiveness intervention on female participants who applied to a Family Center of Zeytinburnu Municipality and the relationship between the participants' levels of resilience, forgiveness and depression before and after the intervention. In order to measure the variables Turkish versions of Heartland Forgiveness Scale (Bugay, Demir & Delevi, 2012), Beck Depression Inventory (Hisli, 1988), the Resilience Scale for Adults (Basim & Cetin, 2011) and a demographic form were used.

The intervention of Dr. Everett Worthington's REACH for Forgiveness program (Worthington, 2006) translated into Turkish and some parts of it were adapted into Turkish culture, such as Forgiveness in Literature. The program was applied in three weeks with six sessions and each session lasted for 2.5 hours. Normally this intervention lasts for six weeks but we had to squeeze it into 3 weeks due to limitations in room use in the center. The Forgiveness Workbook provided weekly homeworks to the participants. Taking into consideration that forgiveness occurs in time, one month follow-up data collected from the participants. According to the initial results the intervention increased the psychological resilience. Two dimensions of forgiveness (forgiving self and others) are increased with the intervention and depression scores decreased; however these results were not statistically significant. The processing of the follow-up data is continuing. Nevertheless we can say that an intervention aiming at increasing forgiveness provide positive effects both on psychological resilience and depression levels of the participants of this study.

BLACK AND WHITE THINKING IN OUR CROSS SPECIES RELATIONSHIPS. “BLACK DOG SYNDROME” AND SUBJECTIVE VIEWPOINTS ON RELATIONSHIP

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The investigated phenomenon of discriminating big black dogs (Big Black dog syndrome (BBD)) because of their color and negative related associations (Leonard, 2011) like misfortune or aggression shows inconsistent scientific findings. Some studies determine the BDS regarding to the assessment of responsibility and fault in a fictional scenario of a dog-bite case in females (Lum et al., 2013), other studies disproved the assumed poor prevalence of black shelter dogs being adopted (Sinski et al., 2016). The goal of the presented study was to examine if the BDS appears after the adoption process insofar as the dark color of the dog has an impact on the strength of the human-dog relationship and moreover if the dog's color has an effect on the assessment of critical life events especially on the sense of coherence (SOC). Using a cross-sectional design an online study in German and English was conducted including the following instruments: Lexington Attachment Pet Scale (LAPS) (Johnson, Garrity & Stallones, 1992), Sense of Coherence Scale (SoC-29-Scale) (Singer & Brähler, 2014), Social Readjustment Rating Scale (SRRS) (Holmes, Rahe, 1967).

Additionally, the answers of the participants in regard to the color of their dog were coded by the standardized Nomenclatur of Coat Colors of the Federation Cynological International (FCI) (Denis, 2009) in dark, pale, mixed, white. Statistical analysis included t-test and Cohen's d as concurrent effect size measure. There was no significant difference between dark and pale dogs in regard to the strength of the handler-dog relationship found ($t(73)=-.063, p=.950, d=-.015$). Moreover, data showed no significant difference between dark and pale dogs in view of the results of the SRRS ($t(75)=0.000, p=.190, d=-.303$) and the SoC-29-Scale ($t(84)=1.193, p=.558, d=-.186$). Data suggests consistent to previous studies that a dog's dark color seems less important than expected. It could be argued that negative color related associations do not play a relevant role within the dog-owner relationship when the bond is already established. However, with regards to the in-group-bias (a preference for one's in-group over the out-group; having prejudices against the out-group) (Brewer, 1979) the results show the relevance across species as highly relevant new finding.

PSYCHOPATHIC LEADERS: NOT ALL BAD?

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Meta-analysis has demonstrated that self-reported psychopathic traits are associated with lower job performance and well-being. The triarchic model of psychopathy identifies three constituent traits: boldness, meanness and disinhibition. While the latter two are conceptualised in terms of externalising psychopathology and associated with maladaptive behaviour and outcomes, the boldness trait represents fearlessness and social dominance, which are often prized in leaders. Therefore, we expect that the three traits would have distinct impacts in the workplace. In this study we have 3 aims. First, to evaluate a self- and other-report adaptation of the TriPM questionnaire for workplace settings. Second, to identify the impact of managers' self-reported psychopathic traits on their well-being. Third, to identify the extent to which managers' perceived psychopathy impacts on subordinates' well-being. The self-report TriPM was adapted for use in the workplace by removal of items which lacked face validity and rephrasing to allow other-report. Two independent samples completed online questionnaires. Sample one (679 managers) self-reported on TriPM and job outcomes (well-being, burnout, engagement and job performance). Sample two (697 employees) reported on their managers' TriPM and their own

job outcomes. All subscales (self- and other-report) showed high reliability ($\alpha > .8$). Regression analyses indicated that overall, boldness has a positive effect on both managers' and employees' work outcomes, while meanness and disinhibition have negative effects. Specifically, managers' self-reported boldness positively predicts well-being, engagement and performance, and negatively predicts burnout; meanness increases burnout, decreases engagement and decreases performance; and disinhibition increases burnout and decreases well-being. Employees who perceive their managers as bolder have higher engagement, while managers' meanness results in increased employee burnout, lower well-being and engagement, and disinhibition results in greater burnout and reduced performance. The TriPM represents a promising model for psychopathy in the workplace, able to distinguish between positive and negative work outcomes both for leaders and followers. This approach sheds light on why so-called psychopathic individuals may be successful at work and also highlights the need for organisations to recognise and reward boldness and its positive impacts at work while working to minimise the rewards for the associated psychopathic traits of meanness and disinhibition.

FAILURE TO OBSERVE WHAT IS IN PLAIN SIGHT: EXAMINING THE PHENOMENON OF INATTENTIONAL BLINDNESS

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Solid data derived from research on attention and perception have shown that people often fail to detect an unexpected object/stimulus when attention is allocated elsewhere, a phenomenon known as inattentional blindness (IB). The purpose of this study was to investigate the occurrence of IB with explicit and implicit measures. More specifically, the stimulus format (word/picture) and semantic categorization (congruent/incongruent) were explored with regard to the occurrence of IB. Additionally, individual differences in working memory capacity (WMC) were also tested. It was hypothesized that individuals who attended incongruent stimuli while being exposed to an unexpected stimulus, presented in the same format as the one attended to, would experience higher rates of IB, in comparison to other conditions. Further, it was expected that individuals with low WMC would be more prone to IB. Finally, an exploratory analysis was conducted to explore the potential relationship between eye movements and the occurrence of IB. One hundred and twenty undergraduate college students were presented with pictures of

fruits or furniture and the picture of a banana or the word "banana" (unexpected stimulus), while their eye movements were measured with the use of an eye tracking device. Participants also completed an OSPAN task assessing their WMC. Higher rates of IB were observed among participants who were exposed to incongruent stimuli when the unexpected object was presented in the same format (picture; $p < .001$), as well as among individuals with low WMC ($p = .016$). Results also showed that those who exhibited higher levels of IB tended to notice the unexpected stimulus when placed at center of the screen ($p = .075$) [(x,y)=(50%,50%) when (0%0,%) reflects top left of the screen)]. Current findings add up to the existing literature by confirming that certain variables, such as stimulus format and semantic incongruence between the attended and unexpected stimulus, as well as WMC, influence the occurrence of IB. The reasons why low WMC influences the occurrence of IB, and the ways in which a stimulus can capture attention implicitly are discussed.

THE RELATIONSHIP OF VICTIMIZATION WITH THE LOCUS OF THE CONTROL AND THE MOTIVATION TO AVOID FAIL

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Victimization is the tendency to become a victim of a crime, accident, harassment or aggression. Victimization is an event or experience of violence, the process of making a person a victim of criminal assault, as well as the result of this process. Victimization must be studied because of its wide distribution in society and the many negative consequences for its victims. The purpose of this article is to identify the alleged relationship of victimization with externality and the desire to avoid failure. The degree of victimization of the subjects was assessed using the author's method, the locus of control – a modified scale of J. Rotter. The predominant motivation of the subjects – the severity of the desire to achieve success or the desire to avoid failure – was diagnosed using the A. Mahrabian questionnaire, adapted by M. Magomed-Eminov. The reliability and validity of used methods is proven. For adults and children of both genders, the general and implemented victimization,

aggressive and non-critical behavior are positively associated with externality, while general victimization and aggressive and dependent behavior is positively correlated with the desire to avoid failures. The role of gender is manifested in two ways: in dependent behavior, a female has a significant positive correlation with externality, while for a male there is only a statistically insignificant tendency of the same direction; in implemented victimization, women have a significant positive relationship with the desire to avoid failures, while for men there is no such connection. The analysis of the obtained results is given. The representativeness of the samples in the study was ensured by the inclusion of a large number of subjects (N = 560) – men (N = 216) and women (N = 344) aged from 17 to 77 years old representatives of a wide range of occupations, specializations, positions and regions and confirmed by the normal distribution of test results.

CONTEMPORARY GENDER RULES: A CROSS-CULTURAL COMPARISON

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Gender inequality is an ongoing problem in social life and remains a crucial issue for many societies. One mechanism that contributes to the persistence of gender inequality across the world are gender stereotypes. These stereotypes can be descriptive, constituting culturally shared beliefs about the characteristics of women and men, and prescriptive, consisting of culturally shared beliefs about the characteristics that they should or should not have. Traditionally, people describe and expect women to be more communal (e.g., supportive) and men to be more agentic (e.g., dominant). When women display high-status traits (e.g., engaging in clearly dominant behavior) that are proscribed for them, women are penalized for violating the proscription (Status Incongruity Hypothesis by Rudman et al., 2012) This research aims to gain first knowledge on how achieved gender equality in a given country is associated with traditional gender rules. Therefore, the study was based on a 2 (Target gender: female, male) x 7 (Country: Sweden, Switzerland, U.S., Ghana, India, Turkey, Iran; ranging from high to low achieved gender

equality; Gender Gap Report, 2017) between-subjects design. In each country, four groups of university students (N = 4,000 across all countries) indicated either how common or typical [descriptions] or how desirable [prescriptions] 120 characteristics were in women [or men] in their society. To assess the status typicality of these features, we asked two further groups of students to indicate how common or typical the 120 characteristics were in persons with high [or low] status in their society. Results revealed that the higher the achieved gender equality in a country, the less traditional are descriptions and prescriptions of agency and communion for women and men, and the less aligned are descriptions and prescriptions for men and high-status people as well as for women and low-status people. The cultural variation in gender equality is also reflected in variations in proscriptions for women, that is, in countries with greater achieved gender equality exist fewer proscriptions for women to display traits that are otherwise reserved for people of high in status and men.

HOW SUBLIMINAL PRIMING INFLUENCES INTERPERSONAL TRUST? THE MEDIATING ROLE OF PERSON-PERCEPTION

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Previous studies found subliminal word priming can improve interpersonal trust, but the inner mechanism is not fully understood. In this study, we first attempted to replicate the previous findings using Chinese words as priming materials. In addition, we wanted to explore which perception (person-perception, self-perception or situation-perception) could mediate such an influence. 105 Chinese participants first completed the Word judgment task, in which the priming word was either "trust" for the trust-promotion condition (N = 55) or "suspicion" for the trust-decrement condition (N = 50). After that, all participants performed the trust game and completed the perception measures. The result showed that participants in the trust-promotion

condition sent higher amounts of money to the trustee in the trust game (M= 3.74; SD = 2.15) than participants in the trust-decrement condition (M= 2.32; SD = 1.48), $t(86) = 3.630$, $p = .000$. Person-perception mediated the influence between subliminal stimulus and interpersonal trust (LLCI=-0.8292, ULCI=-0.0903), but self-perception and situation-perception had no mediating effect (LLCI=-0.3168, ULCI=0.1843; LLCI=-0.5274, ULCI=0.0180, respectively). The result suggested that subliminal priming techniques could influence interpersonal trust in a Chinese context, moreover, such an effect might be related to person-perception. We discussed this finding within the literature of unconscious process and trust.

EFFECTIVENESS OF A COMMUNITY SPECIFIC INTERVENTION FOR FEMALE SURVIVORS OF GENDER-BASED VIOLENCE IN COLOMBIA

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This study assesses the efficacy of a group intervention in altering emotion regulation processes and coping and promoting adjustment in poli-victimized women in Colombia. Sample was comprised by 62 women who suffered political violence during the armed conflict in Colombia and are participating within The Ruta Pacifica de Mujeres (RPM) feminist organization). Using a repeated measure pre – post-test design, we first evaluate the role of emotions in conflict situations and analyze the emotional regulation processes involved in coping. Furthermore, we assessed a social-psychological intervention effectiveness focusing on the coping and emotional regulation training. The intervention included 3 sessions, training in coping and recognition and expression of self-emotions, and exercises promoting social

support in women who participated actively in the RPM. Emotion regulation processes and adjustment were assessed at baseline and at the end of the intervention. After the intervention, participants reported greater increase in the use of coping and emotional regulation strategies. They used more social support, and instrumental actions for coping with the situation, but also, they used more positive reappraisal, venting and confrontation. In contrast they showed a greater decrease in emotional suppression and rumination, suggesting that the intervention had an impact on these tendencies. The findings suggest an emotion regulation intervention can positively influence emotional experiences and improve the emotional regulation skills in survived women, and thus promote the emotional expression of silenced violence.

THE WEEKLY RELATIONSHIP BETWEEN PSYCHOLOGICAL CONDITIONS, STRENGTH'S USE, AND FLOW

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Organisations focus on positive organisational behaviour to increase positive organisational outcomes. They recognize that conducive environments that foster climates of meaningfulness, safety and availability, lead to employees feeling encouraged to use their strengths in their respective work roles. The use of personal strengths will lead to positive organisational outcomes such as increased levels of flow (ultimate state of engagement) and increased performance. Not much is yet known on the effects of psychological conditions on the use of one's strengths and how that relates to positive constructs such as flow, and how these effects change over time. To encourage employees to use their strengths, organisations need to create and improve the right psychological conditions that will pave the way to strengths utilization and increased performance. Weekly diary studies provide a way of examining the relationships between strength use and its effects on positive work experiences and work outcomes. The following hypothesis are tested. Hypothesis 1: Weekly psychological conditions of meaningfulness, safety and availability is positively related to strengths use. Hypothesis 2: Weekly strengths use is positively related to weekly Flow Hypothesis 3: Weekly psychological

conditions indirectly influences flow through strengths use. Sampling, participants and data collection A non-probability sample of $n = 98$ participants from diverse South African backgrounds, resulting in 294 measurement occasions were obtained. Electronic and paper-based questionnaires were utilised. Participants completed a once-off questionnaire in week one, followed by weekly questionnaires for 3 weeks. Measures The instruments used were the Strength's use scale, Work related Flow inventory and the Psychological Conditions Scale. Analysis Multilevel mediation analysis was applied in order to account for both within-person level (week level) and between-person level (individual level variations). Interclass Correlation Coefficients were determined to estimate if there were sufficient variation in the variables over the three week period. Findings Psychological meaningfulness, safety and availability had a direct positive effect on flow and strengths use respectively. Strengths use had a direct positive effect on flow. Both psychological meaningfulness and availability had a full indirect effect on flow through strengths use, while psychological safety had a partial indirect effect on flow through strengths use.

DEVELOPMENT OF EXECUTIVE FUNCTIONS IN PRESCHOOLERS OF TATARSTAN AGED 5–7: RESULTS OF LONGITUDINAL STUDY

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Contemporary neuro-psychological researches explore processes of volitional regulation of a child in a framework of the Executive Functions (EF) – neuro-cognitive processes, connected to the prefrontal zone of the brain. Researches of EF development in preschoolers are of great interest in Russia (e.g. Almazova et al., 2017), but longitudinal studies on this theme are few. The aim of this article is to explore the development of EF in the period between 5 and 7 years on the sample of Russian preschoolers. The theoretical foundation of research was the concept of “unity-and-diversity” (Miyake et al., 2000), that distinguishes three EF: Shifting, Updating, and Inhibition. The research was made in the kindergartens of Tatarstan in 2016-2018. The sample was 85 children aged 5-6 (40 boys and 45 girls). Children were tested at the age of 5-6 years and a year later. The test battery included subtests from the neuropsychological battery NEPSY-II: Sentence Repetition, Memory for Designs, the Inhibition subtest. To assess cognitive flexibility, the Dimensional Change Card Sort (DCCS) was applied (Zelazo, 2006). Wilcoxon Signed Ranks Test was used to assess the shear. These revealed that children’s ability to

remember verbal information increases in the tested period (Sentence Repetition: 17.6 and 19.2 accordingly; $Z=-4.550b$ $p=0.000$). The number of bonus scores of visual memory significantly increases (23.3 and 15.6 accordingly; $Z=-4.157b$ $p=0.000$), whereas the level of spatial component significantly diminishes through the explored period (24.0 and 18.9; $Z=-3.085c$ $p=0.002$). Children become faster in completing tasks (Inhibition subtest, Naming-time: 46.3 and 40.9 accordingly; $Z=-3.732b$ $p=0.000$; Inhibition-time: 60.7 and 52.2; $Z=-4.547b$ $p=0.000$), make fewer corrected mistakes (Inhibition subtest, Naming: 1.1 and 0.5 accordingly; $Z=-3.732b$ $p=0.000$), demonstrate more flexibility in the tasks with switching execution stereotype (DCCS-Total: 19 and 19.9; $Z=-3.437c$ $p=0.001$). Thus, at the age of 5-7 progressive development of EF happen. Concurrently visual memory is improved not due to the development of its components, but due to their better coordination with each other. Additionally, cognitive control grows in the tasks that don’t require switching the execution program. The research was funded by the Russian Foundation for Basic Research, Project № 17-29-02092 ofi_m.

THE RELATIONSHIPS BETWEEN TOLERANCE FOR UNCERTAINTY AND EMOTIONAL INTELLIGENCE IN INDIVIDUALS WITH DIFFERENT LEVEL CREATIVITY

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The research of (a) tolerance for uncertainty as a key feature in the regulation of creative thinking and (b) of the emotional intelligence as an expression of the unity of affect and intellect can be based on the concept of the united intellectual and personal potential. This study of the creative professionals gives grounds for the discussion of the prerequisites for success in these professions; their comparison with the representatives of different professions shows which dynamic regulatory systems (DRS) are formed alongside their creative activity. Participants. 53 representatives of creative professions (writers, composers and directors), 11 women, average age 45.54 years, SD = 10.17; 239 psychologists, 48 women, average age 19.6 years, SD = 1.37. Measures: New questionnaire for tolerance to uncertainty, NTN (Kornilova, 2010a), EmIn Questionnaire (Lucin, 2009) diagnosed emotional intelligence, Cartoon Task (Kornilov, 2010b) diagnosed creativity. Student's t-test for independent samples shows that the groups differ in intolerance for uncertainty ($t = 2.920$, $p = .005$), interpersonal intolerance ($t =$

3.873 , $p < .001$) and creativity ($t = -4.145$, $p < .001$), while creative professionals are more creative and less intolerant. The correlations analysis (Spearman's ρ coefficient) in highly creative representatives of both groups (contrast groups method used) shows that the creative professionals do not have any connections between the variables, whereas in highly creative psychology students, creativity is negatively associated with the intolerance for uncertainty ($p = .045$), and that is associated with intrapersonal emotional intelligence ($p = .019$). Thus, we established that creative professionals are not only more creative, but also less eager for clarity in the world of ideas and interpersonal communication, but both samples have the same emotional intelligence. High success in creativity can be explained by the interaction of factors such as acceptance of uncertainty and risk and emotional intelligence, but for people who chose creativity as their profession and have an extensive experience in the field, success is based on different components of the intellectual and personal potential.

DIALECTICAL THINKING OF CHILDREN AT DIFFERENT LEVELS OF CULTURAL CONGRUENCE

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Children's behavior is regulated by certain rules. There are a number of invariant rules that are typical for a child of a given age. A 5- or 6-year-old child, for example, complies with safety regulations, hygiene rules, self-control rules and basic rules of relationships with adults, also known as the rules of compliance with adults' expectations (obedience). These are culturally shaped rules. The adult uses social situations as a setting for passing on to the child a set of such rules (Vygotsky, 1956). The more age-specific rules a child fits into his or her behavior, the more culturally congruent the child is. The situation that has an established set of rules is referred to as normative (Veraksa, 2000). Developmental psychology still does not have an answer to how a child understands a rule in a normative situation; how a child chooses to behave in a normative situation whether adhering to or rejecting the rule. The study aimed at identifying the relationship between the child's cultural congruence and dialectical thinking, i.e. the ability to spot and resolve contradictory situations. The battery of tests was used to examine children's

reasoning abilities (Shiyan, 1995), (Piaget, 1970), (Bayanova & Mustafina, 2016). The results of the empirical research showed that children comply with cultural rules more often if they understand that objective world preserves the consistency of their properties. Cultural congruence is connected with formal logical thinking. The relationship between dialectical thinking and cultural congruence is ambiguous. This way, with low and high levels of cultural congruence, the relation between dialectical thinking and cultural congruence is statistically significant. At a low level of cultural congruence, children with a low level of compliance with safety regulations score higher in dialectical thinking. At a medium level of cultural congruence, there is a high level of dialectical thinking when alternatives change. At a high level of cultural congruence, senior preschoolers who comply with the rules of obedience and hygiene are characterized by dialectic thinking of union and termination of actions. The research was funded by the Russian Foundation for Basic Research, Project № 17-29-02092 ofi_m.

IMMIGRANT CHILDREN'S SOCIAL ISOLATION AT SCHOOL: THE ROLE OF GROUP, FAMILY AND INDIVIDUAL CHARACTERISTICS

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Immigrant children usually experience more social isolation at school than their native peers. In this study, based on 2,328 immigrant fifth-grade pupils, a structural equation model was performed in order to investigate the impact of individual characteristics (immigrant generation, socioeconomic status, gender, proficiency in the language of the host country at grade four) as well as group characteristics (immigrant ratio, classroom socioeconomic level, gender ratio, proficiency of the class in the national language and class size) on peer relatedness. The results show that immigrant students who are more proficient in the host language (in our case Italian) are more likely to be accepted by their peers in the classroom and to have more friends

than those who are less proficient. In addition, the levels of peer acceptance for immigrant children are higher in classes consisting of more second-generation immigrant students. Finally, immigrant students who are male and with a higher SES report having more friends in class. A multigroup analysis showed that the effects of host language proficiency and immigrant group composition on social relationships are much the same for immigrant children of both first and second generation. Overall the findings of the present study highlight the important effects of the acculturation of immigrant children to the host language on their level of social inclusion, as well as the effects of some specific aspects of group composition on peer relatedness.

PSYCHOPHYSIOLOGICAL CORRELATES OF SOCIAL PUNISHMENT

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Many studies suggest that prosocial norms play an essential role for economic decision-making (Fehr and Fischbacher, 2004; Melis and Semmann, 2010). However, the effect of norms can be broken when norm violations are not enforced (Fehr and Gächter, 2002; de Quervain et al., 2004; Gureck et al., 2006). Importantly, social norms can be reinforced by “second” parties that were directly affected by the norm violators and “third” parties that were not directly affected (Fehr and Fischbacher, 2004). The dictator game is an experimental situation where one player, the dictator, can choose how much endowment is offered to the partner. A recent electroencephalography study (Sun, 2015) showed that the medial frontal negativity (MFN) and P300 components of third-parties were modulated by perceived unfairness of the offers during the dictator game. Interestingly, increased P300 amplitudes were correlated with an increase in third-party punishment. No such correlation was found for the MFN. Here, we further investigated

both neural markers of third-party punishment. Seventeen right-handed adults were instructed to play the dictator game with third-party punishment whilst simultaneous 64-channel EEG was recorded. We analyzed the epochs when participants (as a third-parties) observed the dictator’s offers. We found an increase of the frontal MFN (200-230 ms), when participants observed unfair offers as compared to fair offers. This observation was confirmed with the permutation test. In contrast to Sun et al. (2015), we found a significant correlation between the level of third-party punishment and dMFN’s amplitude (difference: MFN to unfair offers minus MFN to fair offers): Fz electrode, $r = -0,516$, $p = 0,034$ and FCz electrode, $r = -0,509$; $p = 0,037$. Our study suggests a strong link between third-party punishment and MFN, which has been associated with performance monitoring processes. Our results suggest that the MFN reflects the ‘salience network’ activation and could be an index for the detection of norm violations.

DO RELIGIOUS VALUES AND COLLECTIVE NARCISSISM SHAPE RELIGIOUS EXCLUSIVISM?

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The rise of religious exclusivism has become a challenge for people expecting peaceful co-existence with others. This preliminary study aims to validate the factor structure of inter-religious contact scale in student organization activists in Indonesia. This study is also purposed to analyse the strongest predictors for inter-religious contact. Independent variables include collective narcissism, fundamental religious belief, and kindly religious belief. There were 381

samples with different religions (Moslem, Christian and others) and ideologies (nationalist, religious fundamentalist, and others). Factor analysis showed inter-religious contact could have 1 factor structure. The result of regression analysis indicates that the higher collective narcissism and fundamental religious belief, the less they exhibit inter-religious contact. Meanwhile, the higher kindly religious belief, the more likely that they show inter-religious contact.

SOCIO-PSYCHOLOGICAL CLASSIFICATION OF FEMALES SENTENCED TO DEPRIVATION OF LIBERTY: VALUE-SEMANTIC, REGULATORY AND SOCIAL CHARACTERISTICS

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Objective is to create a socio-psychological classification of personality of females sentenced to imprisonment. Theoretical base of research: the theory of personality by A.N. Leontiev; statement of A.R. Ratinova about normativity value. Empirical base: the research was conducted on the basis of correctional institutions of the Federal Penitentiary Service of Russia in the Saratov region. Tested audience: 165 females convicted of acquisitive and violent crimes. Age: from 20 to 56 years. Methods of empirical research: questioning (personality peculiarities of socialization were investigated), conversation, testing (S. Schwartz questionnaire "Personality Value Orientations"; Plutchik-Kellermann-Conte questionnaire "Life style index"; test of life-sense orientations by DA Leontiev; the method of E. B. Fantalova "Free choice of values"). Methods of mathematical data processing: quantitative data analysis, percentage and frequency distributions, cluster analysis (k-means method), classification tree. The results of research: the most significant predictors for classification were obtained: registration in cases of minors, criminal record of relatives, shoots, drives to law enforcement agencies, indicators: reactive education, universalism, life sense orientation. According to the results of the analysis, two socio-

psychological types of criminals were constructed. The first type audience ("asocial socially maladjusted") are distinguished by early involvement to criminality (from adolescence), the presence of convicted relatives, drives, a rejecting social environment in childhood, recidivism. In the system of values: focus on getting bright emotional experiences, new impressions. Protective mechanisms (reactive education) are expressed. This category includes the entire contingent of recidivating females and 60% of females who have committed minor crimes for the first time. The second type audience ("asocial externally socially adapted") commit crimes only in adulthood. They are satisfied with the process and the results of their lives, they internally accept themselves and the crime committed, there are few internal conflicts and psychological defenses. The crime is "embedded" in the system of life-meaning orientations of the individual. This type includes all females who have committed serious crimes and 40% of subjects who have committed minor crimes for the first time. Conclusions are the space of socio-psychological personality types of female criminals is meaningfully heterogeneous. There are different socio-psychological mechanisms for females to become involved in criminal activity.

INTERACTION OF CHILDREN WITH DOWN SYNDROME AND CAREGIVERS IN FAMILY TYPE BABY HOME

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In the Russian Federation a large number of children with Down Syndrome (CDS) live in baby homes (BH) in which the social-emotional environment has been reorganized in recent years, but there is still no data on the impact of the program of changing the socio-emotional environment (CSEE program) on development of CDS in BH. Furthermore, the features of interaction of CDS with BH staff remain insufficiently studied. The current study was aimed to examine how the CSEE program effects the interaction quality of CDS and staff. It was assumed that indicators of interaction (II) of CDS and caregivers after the implementation of the program will positively differ from the corresponding II before the program. It was also suggested that changes in II may be observed in the course of the program implementation. Longitude sample included 11 CDS – 6 girls and 5 boys, whose average age at the first stage was 24.6 + 10.8 months (M + SD), at the 2nd stage

37.6 + 11.6 months and at the 3rd stage – 51 + 12.8 months. Sample of sections included 21 CDS. At the first stage, there were 12 children (6 girls and 6 boys aged 25 + 11 months), at the training stage – 6 (4 girls and 2 boys, aged 35.5 + 15 months), at the stage of structural changes – 8 (3 girls, 5 boys aged 26.6 + 19.3 months), at the last stage – 21 children (9 girls, 12 boys aged 34.6 + 22.4 months). To evaluate the quality of interaction the Parent-Child Early Relationship Assessment (PCERA, Clark, 1985) was used. The results showed an improvement in the overall rate of interaction between CDS and caregivers, general II of CDS, staff and in a dyad, as well as individual specific indicators. At the same time, it was revealed that some II have significantly improved in the course of the program, and others – after its completion. In general, the data obtained demonstrates a positive impact of the CSEE program on the quality of interaction between CDS and caregivers.

WOMEN'S AFFECTIVE EXPERIENCES OF SUCCESSFUL ASSISTED REPRODUCTION

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Women are increasingly choosing to have children later in life and assisted Reproductive Technology is becoming more common. Future mothers are more likely to be creating new life with the help of such technology. Existing psychological literature describes the strain associated with undergoing reproductive procedures and the potential pathological outcomes, but limited literature explores the lived experiences of women from their own perspectives. The objective of this study was to investigate the affective experiences of women who underwent successful IVF and its impact on their current experiences as mothers. In order to obtain a thick description of lived experience, a qualitative interview-based design was chosen. 5 women were interviewed about their experiences utilizing a semi-structured interview format. Data was subjected to thematic analysis. Women

experienced the medicalization of their bodies as intrusive and impersonal. They were also very aware of how others judged them. They experienced their own minds as causing their infertility and felt deservedly punished. Experiences of loss were everpresent and multilayered. The IVF evokes painful feelings but also hope for the longed-for baby. The significance of the findings lie not only in the themes that emerged but also in the important process of giving voice to a potentially marginalized group. For these women, creating the future together with their children means processing the impact of their means of reproduction and coming to terms with their sense of having been othered and with their loss. The study holds implications for therapy and medical treatment of women undergoing IVF and also for interventions targeted at social change.

IDEAL-ACTUAL MATE MISMATCH AND RELATIONAL OUTCOMES IN ROMANTIC COUPLES

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The present study aims to ascertain how the discrepancy between ideal standards and romantic partner traits are associated with relationship constructs among romantic couples. In the field, Ideal Standards Model (Fletcher, Simpson, Thomas, & Giles, 1999; Fletcher, Simpson, & Thomas, 2000) has been used to study the consistency between ideal standards and actual partner qualities. Based on this model, the main prediction of the present study was that higher ideal-actual discrepancy would be negatively associated with relationship outcomes such as relationship quality, spontaneous reactions to partner, basic need satisfaction, and perceived partner responsiveness. Moreover, the discrepancy between ideal standards and current partner was expected to be associated with relationship outcomes not only for individual's

own scores but also for their partner scores. Couples (N=154) participated in the study. Results of Actor Partner Interdependence Model analyses revealed that both actors' and partners' higher discrepancy was associated with lower perceived partner responsiveness, basic need fulfillment and relationship quality. The findings are in line with those of previous work and it can be concluded that central relational outcomes and processes are associated with ideal-actual mate mismatch. Fletcher, G. J. O., Simpson, J. A., & Thomas, G. (2000). Ideals, perceptions, and evaluations in early relationship development. *Journal of Personality and Social Psychology*, 79, 933–940. Fletcher, G. J. O., Simpson, J. A., Thomas, G., & Giles, L. (1999). Ideals in intimate relationships. *Journal of Personality and Social Psychology*, 76, 72–89.

A COPING STRATEGIES AND RESILIENCE IN ADOLESCENTS LIVING IN DISASTER AREAS IN REVIEW OF GENDER

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Flood is one disaster that occurred in Indonesia. This disaster cause severe damage, especially in densely populated areas on the banks of rivers or periodically flooded areas. People living on the River bank of Bengawan Solo in particular sub-district Trucuk Bojonegoro East Java face periodic floods that come every year. This study aims to examine the relationship between coping strategies with resilience and gender differences in the resilience of adolescents living in disaster areas. The research subjects used as respondents in this study were 208 students of Bojonegoro Junior High School 5 (SMPN 5). Data analysis using the Pearson correlations and T-

test. Based on the results of the analysis obtained results that coping strategies with resilience have a significant relationship. Coping strategies have a correlation coefficient of 0.81 and $p = 0$ ($p < 0.05$). The results of the analysis using the T-test obtained results for sex with resilience obtained by t score of 0.703 at a significance level of 0.044 ($p < 0.05$) this means there are sex differences to significant resilience. The contribution of this study is to provide data on resilience and coping strategies for adolescents in flooded areas. This data can later be used to create an intervention program for adolescents who are experiencing flooding.

GREAT-GRANDPARENTS AND GREAT-GRANDCHILDREN'S RELATIONSHIP: INTERGENERATIONAL REPERCUSSIONS IN THE MODERN FAMILY

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The increase of human aging is a phenomenon observed in world scale and allows the experience of several roles within the family. Consequently, more and more multigenerational families are emerging, formed by four or even five generations, being therefore more vertical. Thus, the objective of this research was to understand the role of great-grandparents, as well as the intergenerational repercussions of this role in their lives and in that of their great-grandchildren. More specifically it was intended: to analyze the meaning of being great-grandparents in the family; identify the activities performed by their great-grandparents; identify the legacy that the great-grandparents give forward; and understand intergenerational relations permeated by the presence of great-grandparents among family members. It is a multiple case study with four great-grandparents and their great-grandchildren, totaling eight participants. As a research instrument, a semi-directed interview was used, with a specific script for each generation, as well as a questionnaire with the sociodemographic data of the

participants. The data were analyzed through thematic content analysis. The main results pointed out the following: 1) As for the feelings experienced when becoming great-grandparents, they reported joy, satisfaction and gratitude; 2) The support provided by them, most of the time, is of an emotional type; 3) The family relationship appeared as quite significant, being characterized especially in the form of visits; 4) Conflicts exist, but seem to be circumvented with wisdom and much respect; 5) The legacies transmitted by them are related to faith, solidarity, education and order; 6) The meaning of being great-grandmother is intimately linked to the feeling of transcendence, the sense of having fulfilled the purpose of life and also its continuity in grandchildren and great-grandchildren. In the younger generation, the appreciation of the great-grandparents, perceived as wise people, has been observed and can contribute as teachers to the new generations. It is hoped to give visibility to this older generation, and through respect develop intergenerational solidarity in order to construct a society of all ages.

STRATEGIES OF SPEECH INTERACTION BETWEEN ADULTS AND PRESCHOOL CHILDREN WITH TYPICAL AND ATYPICAL DEVELOPMENT

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The goal of research is the study of speech strategy of adult's interaction with typically and atypically developing 4-7 years old children. The participants were "mother-child" dyads with typically developing children (TD, n=40), children with autism spectrum disorders (ASD, n=20), Down syndrome (DS, n=20); pairs "experimenter-orphan" (n=20). Audio recording of participants' speech and video recording of child's behavior were made. Spectrographic, linguistic, phonetic, and perceptual analysis (n=465 listeners) of children' and mothers' speech was executed. The analysis of audio records of "mother-child" speech interaction by listeners (n=10) and the elements of nonverbal behavior on the base of video records by expert (n=5) were made. The parents of ASD children filled questionnaires determining the severity of autistic disorders (CARS, WADIC). The parents of DS children answered the questions about the type of genetic disorder and related diseases. The level of anxiety in children and their parents was determined. We found the significant differences between mothers of TD children and mothers of children with atypical development. The specificity of acoustic features of ASD and DS

child's speech in vowel articulation index, pitch values, third formant frequency values, and values of the third formant intensity was revealed. The dialogues of ASD and DS children with the mothers and dialogues of orphans with the experimenter differ from dialogues of TD children with their mothers in number of minimal dialogical units, the child's ability to support a theme given by adult, the complexity of the response replies. Different communicative strategies of "mother-child" interaction depending on the severity of child's developmental disorders and child's age were described. The features of mothers' speech addressed to TD children with low level of speech development are expressed in mothers' speech directed to ASD children and used by mothers for child's verbal activity. The acoustic features of mothers' speech correlated with high level of TD child speech development don't lead to similar correlation in dyads with ASD children. The results of the study are considered in the framework of the theoretical construct of L. S. Vygotsky "Zone of proximal development". The study was financial supported by RFBR-OGN 17-06-00503a, RFBR 18-013-01133.

ROUTES FOR SPECIALIZATION IN PSYCHOLOGY: THE PORTUGUESE CASE

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Specialization helps to delineate fields of psychology practice. When developing professional qualification criteria, associations seek to promote in the members scientific skills and knowledge considered fundamental for the practice of psychology in a given area. On June 5, 2015 the Ordem dos Psicólogos Portugueses created the system for specialization in Psychology. This system delineated three broad areas of specialization – clinical and health psychology, psychology of education and work, social and organizational psychology – and 12 advanced areas – psychological coaching, early intervention, special educational needs,

neuropsychology, vocational and developmental psychology, community psychology, justice psychology, occupational health psychology, sports psychology, psychotherapy and sexology. The specialty of Clinical Psychology and Health seeks to be a path for the professional development of psychologists in the different areas of health. In this communication we will discuss the specialties and their access in Portugal and we will reflect on the implications of the specialties for the professional development of psychologists and for the development of the areas of clinical psychology and health.

THE DIAGNOSTICS OF THE LEVEL OF DEVELOPMENT OF RECONSTRUCTIVE IMAGINATION AND COMPREHENSION OF THE FICTIONAL TEXT BY SCHOOLCHILDREN

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The research aims are: (1) – to define the connection between the reconstructive imagination and the comprehension of the text; (2) – to diagnose the actual level of development of the reconstructive imagination of schoolchildren. The research sample included 396 schoolchildren of 4th-10th form of schools from Moscow and Moscow region. The Granik & Borisenko technique “Activate your imagination” had been used. The children should have imagined the images and then to describe them verbally and to make a drawing. The fragments of Pushkin’s novel Eugene Onegin describing winter and spring landscapes had been used as the stimulus material. The experiment included three stages. At the first stage the meaning of obsolete words had not been explained to the children as contrasted to the second stage. The

results showed that the number of children with a high level of reconstructive imagination increased in 2.3 times (from 12.2% to 22.7%, and the highest increase was in the 4th form: from 4.3% to 15.7%) and the number with a low level decreased in 1.9 times (from 57.5% to 30.5%, in the 4th form: from 82.6% to 39.2%), but still remained considerably high. This group included children who drew inadequate drawings either because of lack of understanding or because of unmotivated fantasizing. This stage shows that understanding meaning of every word of the text is a necessary but not the sufficient condition of comprehension of the whole text and of the work of reconstructive imagination. The reason of inadequate perception is misunderstanding of a fictional text. In the course of the third stage the schoolchildren have been given the information

about Pushkin's époque, which included semantization of words. As a result the number of children who drew inadequate drawings was no more than 5% even in the 4th form. The research confirms the hypothesis concerning the connection of reconstructive imagination and comprehension of the text. The proofs of the fact

that comprehension and reconstructive imagination is a solid process and a full-fledged work of those processes is based on the historical-cultural experience, without which the perception of a fictional text becomes impossible, have been found.

TRAINING SELF-TALK FOR IMPROVING ACADEMIC PERFORMANCE, USING IT AS A SUPPORT FOR IMPROVEMENT

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Frequently the academic performance of students is below their real capabilities. Among the factors that explain this unbalance we find negative cognitive and emotional self-messages in the students. In this research, to improve the understanding of this gap, we have analyzed the relationship between emotional self-regulation strategies, self-talk style and academic performance, based on a sample of 403 undergraduates enrolled in Business and Administration, Tourism and Psychology Degrees. In the first phase, all participants reported their emotional regulation strategies and academic self-talk (messages they give themselves when they think on the outcome of a difficult subject). Data show a positive relationship between emotional competence and

self-talk style. In the second phase, a subsample of the mentioned undergraduates (n=40) were invited to write a self-persuasive WhatsApp message, telling themselves the most effective strategies they could use to be successful in a difficult exam scheduled for six weeks later. These WhatsApp messages were sent to the researcher (first author), who in turn forwarded them to their original sender, 3 to 5 times in the weeks prior to the scheduled exam. Control group (n=40) did not receive any intervention. Results show that students that had written, and later received, their self-persuasive WhatsApp obtained best academic performance than those in the control group. Practical implications for strategies to improve academic performance are addressed.

ANALYSIS OF THE PSYCHOMETRIC PROPERTIES OF THE INTERPERSONAL NEEDS QUESTIONNAIRE (INQ) IN THE ELDERLY ADULTS AND COLLEGE STUDENTS OF CHINA

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As the country with the second highest number of suicides in the world, China's suicide problem is a matter of great concern. In order to improve suicide prevention effort, the tool to assess the risk and affecting factors of suicide is needed. The interpersonal-psychological theory of suicide believed that the perceived burdensomeness (PB) and thwarted belongingness (TB) can predict the desire for death. The Interpersonal Needs Questionnaire (INQ) was developed to evaluate perceived burdensomeness and thwarted belongingness. Our study evaluated the structure and validity of the use of the 15-item INQ in elderly and college students of China. Our study translated and compiled the 15-item INQ into Chinese version. And the psychometric properties of INQ were evaluated in four samples. Sample 1 and 2 were comprised of 150 and 142 elderly adults from the urban and rural areas of Hangzhou, Zhejiang Province. Sample 3 and 4 were comprised of 404 and 149 undergraduates from Zhejiang University. Sample 1 and 3 were

used for exploratory factor analysis, and sample 2 and 4 were used for confirmatory factor analysis. INQ demonstrated acceptable internal consistency in all samples. In both sample 1 and 3, exploratory factor analysis indicated that two factors should be retained. Items in the first factor were almost consistent with the concept of TB, whereas items in the second factor were almost in line with the concept of PB. Confirmatory factor analysis demonstrated acceptable fit(elderly: $\chi^2=191.727$, $p<0.01$, CFI=0.864, RMSEA=0.09, SRMR=0.094; undergraduate: $\chi^2=276.395$, $p<0.01$, CFI=0.854, RMSEA=0.119, SRMR=0.078) with the two factors model of PB and TB in sample 2 and 4. Moreover, PB and TB had positive correlations with suicide ideation in sample 4 ($r_{PB}=0.394$, $p<0.01$; $r_{TB}=0.28$, $p<0.01$). Findings from this study support the use of the INQ-15 among elderly adults and undergraduate students in China. INQ-15 can predict desire for death of undergraduate students.

EXAMINATION OF THE RELATIONSHIP BETWEEN PLACE ATTACHMENT AND PLACE IDENTITY: ISTANBUL EXAMPLE

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Studies on place attachment and place identity indicate that places, which have a specific meaning for individuals provide a sense of continuity related to past, present, and future. They also affect group belonging and intergroup relations. Research on the relationship with place within the Social Identity Theory perspective has investigated the effect of place as a social category on intergroup relations (Arkonaç, 1995; Bernardo and Palma-Oliveira, 2013a; Bernardo ve Palma-Oliveira, 2016a; Puddifoot, 1997). In the case of Istanbul, change of demographic structure along with migration, the intermingling of many different cultures and the economic, cultural and spatial diversity of the inhabitants of the city suggest that Istanbul offers its residents different social categories of identity at different spatial levels. The main aim of this research is to determine the predictors of the place (Istanbul) identity and to examine the mediator roles of district identity, awareness of in-group / out-group and inter-group conflict, between attachment to Istanbul and Istanbul identity. The study was conducted with 242 participants (161 women, 81 men; between 17 to 65 years old) who are living in

different districts of Istanbul. Measurement tools were Socio-demographic Information Form, Place Attachment Scale (district and city level), Place Identity Scale (district and city level), and Spatial Intergroup Relationship Scale (district and city level). Results of regression analyses revealed that the model that includes city-level awareness of in-group / out-group, city-level conflict between groups and district identity variables has a positive predictive effect on Istanbul identity ($R^2=.55$, $F(4, 237) = 73.18$, $p<0.001$). A multiple mediation analysis was conducted via Process macro (Hayes, 2013). Results showed that city-level awareness of in-group / out-group has a partial mediator effect ($B=0.017$, $LLCI:0.008$ $ULCI:0.027$, $Z = 4.33$, $p = <.001$) between attachment to Istanbul and Istanbul identity, but district identity ($B=0.004$, $LLCI:0.000$ $ULCI:0.01$, $Z = 1.99$, $p = .50$) and city-level inter-group conflict (0.004 , $LLCI:0.000$ $ULCI:0.01$, $Z = 1.96$, $p = .50$) have no mediating effect. The findings were discussed within the framework of Social Identity Theory and showed that if awareness of in-group / out-group were defined through place, place identity was strengthened.

READINESS FOR INDEPENDENT LIVING OF ADOLESCENTS: SOCIAL CONTEXT

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The modern landscape of life is changing, and it is important for today's adolescents to be prepared for a new pace of life under the conditions of uncertainty that affect all aspects of the life today of "a changing personality in a changing world" (Asmolov, 2017; Clark, 2016; Griffiths, Hochman, 2015; Hohwy 2013; Malafouris, 2016; Zinchenko, 2007; Belinskaya et al, 2014). Aim The research aims is to determine adolescents' readiness for independent living depending on their educational environment by using a questionnaire developed by the authors. Methods The study uses the Readiness for Independent Living of Adolescents questionnaire (Shinina, Mitina, 2017) based on the adaptation of Ansell-Casey Life Skills Assessment (ACLSA) Youth 4 – Version 4.0 (Nollan, Horn, Downs, Pecora, & Bressani, 2001). The research includes ethical agreements with adolescents. Four groups of adolescents took part in the research: 1) cadets living in their families; 2) adolescents living in Yamal Boarding School and having families; 3) adolescents living in the Girls Boarding School of the Ministry of Defense of the Russian Federation and having a family, and 4)

orphaned adolescents graduated from boarding schools. The sample totals 286 respondents including 127 boys and 159 girls of the average age of 15. Two-way ANOVA dispersion analysis was used for further research with two independent dichotomous variables being sex (male/female) and type of residence (family/boarding school) and dependent variables being score on each scale. Results The research revealed correlations between specifics of the family which brought up the person, personal potential, resilience, emotional experiences and individual style of socialization of adolescents in various social situations of development. The comparison of responses giving by adolescents residing in boarding schools with the same ones giving by adolescents living in families showed that girls in these groups demonstrated significantly fewer differences than boys did. A possible reason is that girls, even in boarding schools, are taught to care to others as well as themselves, while live in boarding schools does relatively more harm to the boys in terms of formation of independence and individual styles of socialization.

SOCIAL MEDIA AS A POTENTIAL PREDICTOR OF ANXIETY AMONG CHINESE EMERGING ADULTS: A PRELIMINARY STUDY

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Anxiety is adverse to individuals' mental health, and anxiety disorders could cause serious impairment of social function and quality of life in individuals, as well as a heavy burden to the society (Whiteford et al., 2013). Given the expanding influence of social media on citizens' daily life, the current study aimed to explore the possibility to predict anxiety status among emerging adults on WeChat, the most widely used social media platform in China. We recruited 192 emerging adults (73 males; 18-28 years-old; mean age = 21.72 ± 1.39) who agreed to disclose their status updates on WeChat Moments. Anxiety status was measured by the 7-item Generalized Anxiety Disorder scale (GAD-7), and participants also reported how much time they spent on WeChat Moments daily. For 147 participants who posted at least 500 words in past 6 months, the word frequency in multiple

categories was calculated through the Simplified Chinese Linguistic Inquiry and Word Count (LIWC) dictionary (Gao, Hao, Li, Gao, & Zhu, 2013). Independent samples t-test revealed that compared to participants with low anxiety, those with high anxiety shared more content in updates ($p < 0.09$), posted fewer words in categories of friends ($p < 0.01$), emotional tone ($p < 0.03$), and positive emotion ($p < 0.03$), and used more words in categories of cause ($p < 0.01$) and death ($p < 0.07$). To predict users' anxiety status, we extracted linguistic and behavior features, and built a classification model based on the Support Vector Machine algorithm, which achieved accuracy of 77%. Our study indicates the possibility to predict users' anxiety status via WeChat, and our findings may be useful in further work on integrating social media into the mental health service.

PARENTS PERSONALITY, MARRIAGE SATISFACTION, STRESS, AND PUNISHMENT OF CHILDREN IN THE FAMILY

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The paper describes relationship between emotional stress, marriage satisfaction, and frequency of punishment in the family. The objective of the research is to ascertain whether emotional and volitional characteristics of the individual affect the frequency of punishments in the family. The research method is M. Perrez's, D. Schoebi's questionnaire on punishing behavior in education. Such parameters as frequency of punishment of children in the family, amount of emotional stress, satisfaction of spouses with family relations, tolerance of parents in relation to behavior of a child, frequency of physical punishments applied to a child were compared. M. Chumakov's questionnaire on volitional and emotional characteristics of a person (VEC). Results and conclusions. The data were divided in 2 groups (high or low level of development of volitional powers and positive emotions). Analysis of variance (ANOVA) was applied. The dependent variables were Marriage Satisfaction,

Emotional Stress, and Frequency of Punishment of children in the family. The gaps between the groups were significant for the Marriage Satisfaction $F(1,105)=17.77$, $p<.0001$ and Emotional Stress $F(1,105)=23.53$, $p<.0001$ but were not significant for the Frequency of Punishment. For the Depressed Mood parameter, the differences were close to significant $F(1,105)=3.90$, $p=0.51$. Marriage Satisfaction in a group with high VEC parameters is higher ($M=23.2$, $SD=4.56$) than in a group with the low parameters ($M=19.1$, $SD=5.58$). The Stress in a group with high VEC parameters is lower ($M=2.9$, $SD=1.21$) than in a group with the low parameters ($M=5.6$ $SD=2.29$). There is a correlation between marriage satisfaction and frequency of punishment as well as between stress and frequency of punishment. Thus, the emotional and volitional qualities of the parents' personality indirectly influence frequency of punishment of children in the family.

WORK AND SUBJECTIVITY: EXPERIENCES AND RESISTANCE STRATEGIES IN THE CURRENT FORMS OF WORK IN MEXICO CITY, A QUALITATIVE STUDY

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Forms of work organization have changed in last decades; derived from this, there have been changes in discourses, devices and practices within work (Bauman, 2000; Berardi, 2012; Giglia, 2014; Gómez, 2017; Han, 2012; Sennet, 2000; Zangaro, 2011, etc). Thus, employees are confronted with increasingly precarious forms of work, which involve serious psychosocial consequences (Berardi, 2015; de Gaulejac, 2015; Dejours, 2016, Plut, 2017, etc). However, most of the psychological research around work focuses on worker's productivity and how to improve it. This research gives a turn to this perspective. Our purpose is to analyze, by means of professional trajectories, the ways in which workers of big transnational corporations in Mexico City, live and face the working conditions marked by the current neoliberal model. Through in-depth interviews, professional trajectories of ten high-level workers (five men and five women) of big transnational companies in Mexico City are compiled. The interviews are conducted and analyzed under a clinical device, this means that even when there are four axes planned, the questions are opened and structured in each

interview in a unique way. The theoretical-interpretative framework for the analysis of the interviews are psychoanalysis and work psychodynamics. The results confirm a growing uncertainty in workplace today, which causes series of emotional effects that mix with life stories of each participant. It has been found that negative emotional effects can be alleviated by defensive (singular and collective) resistance strategies that are carried out in diverse and creative ways. Even though there are some coincidences with what has been found in similar research (Dejours, 2009, 2016; De Gaulejac, 1994, 2005, 2007, 2011 or Zangaro, 2011), the particularities of work in mexican culture -marked by labor reforms that grant privileges for employers and precarize work for employees, added to forms of discrete corruption, with 43% of professional workers with very low salaries and close to 47% without social security (INEGI, 2017), in addition to Mexico occupying the first place in number of hours worked per week (OECD, 2017)- people always create specific ways of living work and coping with the problems that arise.

VOLITION AS A FACTOR OF PROFESSIONAL SUCCESS OF EXTREME PROFILE DOCTORS

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Professional success of doctors is a significant characteristic of the activity efficiency and self-realization. The health and safety of a person in a critical situation depends on the level of professional success of the doctor. Volition is the professionally important quality of extreme profile specialists. The aim of this study was to assess the volitional characteristics of doctors and determine their impact on the professional success. The study involved 70 resuscitators and emergency physicians (38 female and 32 male), 5 expert-head, average work experience – 16.5 years and average age – 48 years. Five psychological methods have been used to diagnose volitional characteristics and self-efficacy in this research. Experts evaluated doctor professional success by the author's questionnaire. Nonparametric Mann-Whitney criterion, correlation and factor analysis were applied to data processing. Doctors were divided into three groups with different levels of volitional self-regulation – high, medium and low. According to the Mann-Whitney criterion, there are significant differences between the indicators of perseverance, self-control, ability to self-government and self-control in all groups ($p=0.05$; $p=0.01$). That is, the higher the level of volitional self-regulation, the better were formed

and other volitional qualities. High level of volitional self-regulation improves the effectiveness of activities, the formation of professionally important quality, skills, success of medical manipulations (expert evaluation) and the self-efficacy of doctors in the subject area. Also were found significant differences in satisfaction with functional state in extreme situations between the first and third groups ($U = 119.5$; $p=0.01$). Doctors with a higher level of volitional self-regulation had a higher level of adaptability to such situations. All specialists had a high level of self-control in the emotional sphere and self-efficacy in interpersonal relations, as well as well-formed professional skills and abilities. There are significant relationships between indicators of volitional self-regulation and expert evaluations of doctor professional success ($r=0,642$; $p=0,01$), well-being in extreme situations ($r=0,31$; $p=0,05$), self-efficacy in the subject activity ($r=0,389$; $p=0,01$). Volitional self-regulation, perseverance, self-control, professional success and self-efficacy in the activity formed a holistic factor. Training of resuscitators and emergency physicians should include development of psychological, personal, professionally important qualities necessary for work in extreme situations.

ONLINE PSYCHOLOGY STUDENTS PROFILE AND THE USE OF FACEBOOK IN A PUBLIC MEXICAN UNIVERSITY: A DESCRIPTIVE STUDY

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Online education requires students to have skills that allow them to organize their time to complete their academic activities, combining study with the responsibilities of adult life, such as work and family responsibilities (Silva, 2016). It is extremely important that students have self-efficacy to facilitate a successful career. Our objective was to analyze the profile of students who attend the last semesters of the Degree in Online Psychology at a Public University in Mexico City, and the academic uses they make of Facebook. 172 students participated in this research, 134 women (77.9%) and 38 men (22.1%), of Psychology degree in its online mode, all students from UNAM, in the last three semesters. An online survey was applied in which demographic, academic, and labor data related to the use of Facebook (time, domain and activities) were obtained. Based on the information provided by the participants, we

identify the age range (from 21 to 70 years old with an average age of 40.36 years.) The distribution by semester was as follows: 56 students cursing seventh semester (32.6%), 65 of eighth semester (37.8%) and 51 of ninth (29.7%). In relation to marital status, those who are single (32.6%) and married (40.1%) predominate, and it is also identified that most of the participants combine school with work and family, having to divide their time between these three activities and presenting considerable variation in the time they dedicate to each activity according to each case. From the results we can say that there are two logics related to the use of Facebook, 1) Recreational purposes and 2) Academic purposes. We identify a considerable variability in the number of hours dedicated to their studies, work and home, according to their age, marital status, sex and family structure.

ADOLESCENTS' ATTITUDES AND KNOWLEDGE ABOUT TAXES: THE MORE THE BETTER?

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One can predict at least some person's tax paying behavior based on attitudes toward taxes. Some authors argue, that knowledge about tax system is the basis for attitudes and behavior accordingly. Studies interested in tax attitudes mostly investigate adults; adolescents are usually dismissed. However, if one wants to raise persons who would willingly pay taxes, it is necessary to shape positive attitudes toward tax paying in early age. The goal of this research is to analyze the link between tax knowledge and attitudes toward taxes in adolescents. Total 1268 adolescents (age from 11 to 18 years) of various Lithuanian schools participated in the research (56,9 percent girls; 43,1 percent boys). They had to fill in the questionnaires, which were specially designed for this study: Attitudes Toward Taxes Questionnaire, Knowledge about Taxes Questionnaire, Sociodemographic Questionnaire. There was a weak, but significant positive correlation between knowledge about taxes and attitudes toward taxes ($r = 0,076$, $p < 0,001$). There was also a positive correlation between age and

knowledge about taxes ($r = 0,399$, $p < 0,001$), but negative correlation between age and attitudes toward taxes ($-0,113$, $p < 0,001$). Analyses based on the sex of the respondents revealed the positive significant correlation between knowledge and attitudes toward taxes only in the group of girls ($r = 0,097$, $p = 0,011$), but not in the group of boys ($r = 0,065$; $p = 0,145$), even though boys and girls have the same amount of tax knowledge. The significant positive correlation between attitudes and knowledge was also found in the group of participants who lived in the capital ($r = 0,098$, $p = 0,011$), but not in the group living in rural areas ($r = 0,07$, $p = 0,113$). Besides, the later had lower levels of knowledge compared to inhabitants of the capital. Not always the more the better applies speaking about taxes. Even though adolescents get a better understanding about tax system with age, their attitudes towards taxes do not become more positive. Besides, the relationship between knowledge about taxes and attitude towards them depends on other factors, such as gender or living in a city.

LIFE VALUES OF THE YOUNGER GENERATION OF EMPLOYEES IN GLOBAL ECONOMY (THE RESULTS OF THE RUSSIAN – JAPANESE RESEARCH)

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Employees' life values play a huge role in company success. Today many organizations focus on management of values – the aspirations, desires and motives that are the most relevant for employees. In global economics, the question of similarities and distinctions of employees' values in various countries is of a particular practical interest. The purpose of this study is to compare the life values at student's youth in Russia and Japan, and make some assumptions about future changes of organizational culture. The research is conducted on the selection of students of the regional Russian and Japanese universities (N=400). The method is the survey: PVQ (Sch.

Schwartz) is used. Contradictions in the dominant values, both in Russian and in Japanese selection, are revealed that can be a sign of valuable crisis as the consequences of globalization processes. High significance of "Conformity" for the youth in both countries (Japan and *Russia*) and low significance of "Self-Direction" are revealed. Value "Hedonism" is much more significant for the Japanese young people than for the Russian. Practical implications of the results for the international companies are discussed. The reported study was funded by RFBR according to the research project № 18-013-00201 A.

CLINICAL VALIDATION OF THE BDSX SCALE WITH BIPOLAR DISORDER OUTPATIENTS IN SOUTHERN ISRAEL

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The BDSx is a brief self-report measure of depressive and hypo/mania symptoms of bipolar disorder (BD). First developed for ecological momentary sampling (EMS) via iPhone, BD symptoms are randomly reported once or twice daily, where they occur (i.e., GPS stamped). Prior research indicates a robust 4-factor model of BDSx responses consisting of two depression factors (cognitive, somatic symptoms) and two hypo/mania factors (affrontive symptoms, elation/loss of insight). For this study, we translated and back-translated a Hebrew version of the BDSx and then recruited 50 BD-I outpatients who completed a battery of questionnaires before their regular psychiatric appointments (Be'er Sheva Mental Health Center). Participants completed the BDSx along with other paper-and-

pencil measures of BD symptoms and well-being. We first confirmed the psychometric properties of outpatient responses to the Hebrew BDSx. (i.e., comparable to English version of the scale). And to test concurrent validity, we then compared BDSx responses to established BD self-report measures (e.g., HAMD-6, Altman Self-Rating Mania Scale). Moreover, elevated BDSx depression and hypo/mania scale responses are significantly associated with current BD symptomatology (e.g., major depressive episode) as determined by a clinician blind to questionnaire responses. The results of this study support the psychometric properties of the Hebrew version of the BDSx and suggest that this scale can be used in EMS and clinical research to briefly and effectively measure BD symptoms.

WITHIN-COUPLE ANALYSES OF BIPOLAR DISORDER SYMPTOMS AND PARTNER MOOD OVER TIME

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For the BADAS (Bipolar Affective Disorder and older Adults) Study, we recruited an international sample of adults with BD and their cohabiting partners where available. A total of 4 couples provided 312 matched BD symptom/partner mood responses over an average of 123 days (range 65 – 221). Both participants and partners downloaded study apps onto their respective smartphones. Within specified 'windows of general availability' participants were randomly prompted to briefly report symptoms of depression and hypo/mania (i.e., BDSx; participants), positive and negative mood (i.e., POMS; partners) any important events of the day. The partner app was yoked to participant app so that the former was prompted roughly 30 minutes after the participant with BD, or the next morning if outside the partner's specified availability. Both were GPS- and time-stamped ($M = 3\text{hrs}, 11\text{min}$ between questionnaires, $SD = 4\text{hr}, 51\text{min}$). As anticipated, positive partner mood was significantly correlated with depressive symptoms ($r = -.14, p = .02$) but unrelated

reported hypo/mania ($r = -.01, p = .87$), neither affrontive symptoms ($r = -.10, p = .07$) nor elation/loss of insight ($r = -.10, p = .09$). Yet only somatic symptoms of depression correlates with positive mood ($r = -.20, p < .01$), not cognitive symptoms ($r = -.05, p = .43$). By contrast, partner negative mood was significantly correlated with cognitive ($r = .18, p < .01$) but not somatic symptoms of depression ($r = .03, p = .58$). However, symptoms of hypo/mania appear more strongly correlated with partner negative mood ($r = .26, p < .01$) than depression ($r = .15, p = .01$); this is attributable just to affrontive symptoms ($r = .38, p < .01$), not elation/loss of insight ($r = .02, p = .71$). This association is stronger still when participants are partners are together (i.e., same GPS coordinates, $r = .41, p < .01$). The results of this study indicate that affect of cohabiting partners is significantly associated with BD symptoms and symptom variability over time. These negative effects appear greater for hypo/mania than depressive symptoms.

PREVENTING SEXUAL AGGRESSION AMONG UNIVERSITY STUDENTS IN GERMANY: FIRST RESULTS OF AN INTERVENTION STUDY

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Although previous research has shown that sexual aggression is widespread among young people, there is little data on effective, evidence-based prevention programs, especially outside the U.S. Therefore, we developed an online-based intervention to prevent sexual aggression perpetration and victimization and conducted a first test of the effects of our intervention program among 324 university students (238 female) in Potsdam, Germany. Since risky sexual scripts and risky sexual behavior are key variables in the prediction of sexual aggression, our intervention aimed at changing them. The intervention also addressed sexuality-related cognitions (sexual self-esteem, acceptance of sexual coercion) and behaviors (risky sexual behavior, sexual assertiveness) as well as the use of pornography. Participants were randomly assigned to the intervention groups (IG1 or IG2), which received three modules designed to

change participants' sexual scripts (IG1) or promote sexual self-esteem and sexual assertiveness, and to reduce pornography use as well as the acceptance of sexual coercion (IG2), or to the control group (CG). Baseline (T1), post-intervention (T4), and follow-up (T5) assessments were taken in all three groups across a seven-week period. At T5, the score of risky scripts was lower in IG1 and IG2 than in CG. Compared to the CG, sexual self-esteem was enhanced in both IGs at T4. Acceptance of sexual coercion was lower in IG2 than in IG1 and CG at both T4 and T5. However, several effects on behavior, especially regarding changing assertive and risky sexual behavior as well as pornography use, did not reach significance. The results are discussed in terms of the potential and challenges of a script-based intervention to reduce sexual aggression.

PARENTING PRACTICES AND PERSONAL CHARACTERISTICS AS PARAMETERS OF BULLYING AND VICTIMIZATION: A MIXED METHOD DESIGN

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The first aim of this study was to investigate the impact of parental and personal characteristics on children's involvement in bullying. The second aim was to examine personal characteristics as moderators in the relationship between parenting and bullying. Additionally, the present study aimed to empirically investigate bullies', victims' and bully/victims' characteristics, their family role and their school processes. In order to address these questions, the present study used a mixed method design which includes two phases: a quantitative and a qualitative phase. The first phase of the study included 535 children and pre-adolescents (12.55 years, SD = 1.11) and their mothers. Children completed the Parental Authority Questionnaire, the Bullying and Victimization Questionnaire, The Callous-Unemotional Inventory, and the Basic Empathy Scale while mothers completed the Parental Knowledge Questionnaire. The second phase of the study included 5 families (i.e. mothers, fathers, and a target child between 11 to 14 years

old) that were assessed through semi-structure interviews by the researcher. Results of the first phase of the study showed that authoritarian parental style, parental control and child disclosure were related to bullying and victimization. Also, the relationship between some aspects of parenting and bullying behaviour was moderated by child's CU traits and empathy. In addition, results of the second phase of the study indicated the profiles of children involved in bullying, their families' background and specific school processes that were related to bullying incidents. The findings provide support for the importance of taking both personal and contextual variables into account for understanding the development of bullying and victimization. In addition, the findings of the qualitative phase provide support for a more comprehensive story about the dynamics of bullying and victimization during the school years.

SEXUAL SCRIPTS AS PROSPECTIVE PREDICTORS OF SEXUAL VICTIMIZATION: A CROSS-CULTURAL ANALYSIS

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One important key to understanding nonconsensual sexual interactions lies in the mental representations of consensual sexual interactions, described in the literature as sexual scripts. To the extent that individuals' sexual scripts of consensual sex contain elements associated with a higher risk of sexual aggression (e.g., alcohol use, noncommittal sex, ambiguous communication of sexual intentions), they may be considered risky and are assumed to increase the vulnerability to sexual victimization through corresponding risky sexual behavior. Furthermore, it is expected that the use of pornography may be a source of influence for risky sexual scripts, indirectly increasing the vulnerability to sexual victimization. To study risky sexual scripts and pornography use as predictors of sexual victimization, longitudinal data (2-3 data waves) was collected in five countries (Germany, Poland, Turkey, Brazil, and

Chile; N = 6,041) among male and female college students. Our studies revealed substantial prevalence rates of sexual victimization among both women and men in the different countries. In all countries, risky sexual scripts translated into more risky sexual behavior and indirectly increased the vulnerability to sexual victimization, demonstrating the importance of risky sexual scripts for the understanding of sexual victimization across different cultures. In addition, in Brazil and Poland, evidence was found that pornography use informed risky sexual scripts, which indirectly increased the vulnerability to sexual victimization. In terms of applied significance, the findings suggest that addressing risky sexual scripts for consensual sexual interactions and pornography use may be a promising avenue for intervention efforts. Potential problems with cross-cultural data will also be discussed.

THE ASSOCIATIONS AMONG ECONOMIC STRAIN, MOTHER-ADOLESCENT RELATIONSHIP AND ADOLESCENTS' ADJUSTMENT: A FOLLOW UP STUDY

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The family stress model (FSM) proposed that economic hardship influence children and adolescents' development indirectly through a series of mediating family processes (Conger and Elder, 1994). FSM predicts that economic hardship conditions affect couples primarily through the economic pressures. When financial pressure is high, couples are at increased risk for emotional distress and behavioral problems. Emotional distress and behavioral problems are directly related to disruptions in parenting behaviour and leads to poor child adjustment. The current study aimed to investigate the mediating role of the mother-adolescent relationship (mother behavior and the quality of mother-adolescent relationship) from an adolescents' perspective in a longitudinal approach together with adolescent's psychological well-being (self-esteem and life satisfaction) besides behavioral problems (internalizing and externalizing) under economic strain Method The data was gathered twice with an interval of one year. The sampling of the study consisted of 832 adolescents (442 females and 390 males). Economic Strain Scale, the Parenting Behavior Questionnaire, the Quality of Parent-Adolescent Relationship Questionnaire, Multidimensional Students' Life Satisfaction Scale, Self-Perception Profile for Adolescents and

Youth Self-Report were used for collecting the data. The findings showed that economic strain was significantly related to a negative mother behavior and quality of mother-adolescent relationship for girls. Mother behavior and the quality of mother-adolescent relationship, in turn, were associated with adolescents' poor emotional well-being and behavior problems. Results were also similar for boys, apart from non-significant relations between perceived economic strain and the quality of mother-adolescent relationship, as well as the relations between the quality of mother-adolescent relationship and behavior problems. Moreover, structural equation modeling revealed that the effects of economic strain on adolescent emotional well-being and behavior problems were mediated through both mother behavior and the quality of mother-adolescent relationship for girls. For boys, only mother behavior mediated the influence of perceived economic strain on adolescent adjustment. So our findings supported the FSM in a broad extent. It seems that associations between perceived economic strain and adolescent adjustment varied depending on the nature of the mother-adolescent relationship. *Supported by Ankara University, Scientific Research Project Coordination Unit (Grant No: 11B5358001).

RISK OF DEVELOPMENT OF SECONDARY ALEXITHYMIA IN DEPRESSIVE PATIENTS ON HEMODIALYSIS

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In accordance with the concept of traumatic somatization elaborated by Russian researchers (Nikolaeva V.V., Tkhostov A.Sh., Arina G.A. et al.), secondary alexithymia is seen as the result of negative emotions experienced by an individual caused by a chronic incurable state. Chronic renal failure (CRF) is one of those illnesses. Patients with CRF of the 4-5 stages have to be under hemodialysis for a long period of time. It leads to significant changes in their way of life and perspectives for the future. The purpose of the study was to see how depression and the development of secondary alexithymia interact. The research was undertaken in the "Ural Medical Center" in Yekaterinburg, Russia. The participants were 60 patients (30 males and 30 females), aged from 28 to 70, average age – 50.7 ±13 years, with chronic renal failure for 15.9±9.8 years, under dialysis from 2 to 15 years, on average – 25.6±18.2 months. Statistical analysis was done with the help of the SPSS program, Spearman's correlation coefficient being used. A test battery was selected to help solve the tasks of the research. The results of the research showed that there was a noticeable correlation

between depression and the presence of alexithymia. The patients in the development of secondary alexithymia risk group demonstrated a positive correlation with a moderate depression ($r=0.417$, with $p=0.01$) and heavy depression ($r=0.325$, with $p=0.05$). At the same time, there was a strong negative correlation between "absence of depression" and "presence of alexithymia" ($r=0.516$, with $p=0.01$). A positive correlation, though a strong one, was demonstrated between the alexithymia index and a mild depression (sub depression) ($r=0.711$, with $p=0.01$). The absence of alexithymia showed a negative correlation with a mild depression ($r=0.328$, with $p=0.05$), which pointed to a lowering of the risk of development of secondary alexithymia with the absence of depression or minimization of its effect on the patient. Thus, we have all the reasons to suppose that there is a correlation between depression and the development of secondary alexithymia in patients undergoing hemodialysis. The results we have received are being used to create a psychological treatment program for such patients.

INSTAGRAM ADDICTION AND SLEEP QUALITY AMONG MEDICAL STUDENTS

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Instagram is a photo sharing social networking app launched in the year 2010 has more than one billion monthly active users worldwide as of June 2018. Instagram is one of the most popular social networking apps in smart phones with high levels of user engagement and one of the fastest growing social networking sites at present. Present study attempted to find out the relationship between Instagram addiction and sleep quality of students pursuing medical education. The sample consisted of 123 students comprising of 71 male and 52 female students aged between 18-28 years. The students completed Test for Instagram addiction (TIA) developed by D'Souza, Samyukta and Bivera (2018) and Pittsburgh Sleep Quality Index (PSQI-1989). Test for Instagram addiction measured addiction in 6 factors– Lack of control, Disengagement, Escapism, Health and interpersonal troubles, Excessive use and Obsession. PSQI measured global sleep quality.

Pearson's product moment correlations were employed to find out the relationship between factors of Instagram addiction and sleep quality. Stepwise multiple regression was employed to find out the major predictors of sleep quality by factors of Instagram addiction. Results revealed that 5.7% of the students were definitely addicted towards Instagram and 13.0% of them were prone to addiction. Majority of the sample selected (57.7%) had poor sleep quality. As the addiction on Instagram increased, sleep quality of the students decreased linearly and significantly. 'Health and interpersonal troubles' and 'disengagement' factors of Instagram addiction were found to be the major predictors of sleep quality. Both Health and interpersonal troubles and disengagement factors of TIA contributed to 37.1% of the sleep quality among the present sample of students pursuing medical education. Strategies to reduce addiction to Instagram have been delineated.

INDONESIAN BEGINNER VOTERS : WHEN VOTING INTENTION IS SHAPED BY POLITICAL AWARENESS, POLITICAL TRUST, POLITICAL ATTITUDES AND POLITICAL EFFICACY

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General election is a political activities which carried out by every democratic country. In Indonesia general election occur every five years. In every democratic party, the votes of the beginning voters are always contested by political parties. Beginning voters have a potential numbers that can make political parties win the election because they have around 20 to 30% of the total number of voters, on the others hand beginner voters have a unique characteristics which are swing voters due to lack of knowledge and lack of political experience, despite having a large number unfortunately phenomenon shown that the beginner voter actually had a tendency not to be involved in voting in general elections. This research is a quantitative correlational study, using linear regression to analysis the hyphotesis which aims to see the voting intention of beginner through the direct or indirect effects of political awareness, political beliefs, political attitudes, and political efficacy variables. Participants of this study were beginner voters as much as 150. Research participants were asked

to fill five types of research scales such as political awareness scale, political trust scale, political attitude scale, political efficacy scale and scale of intention to vote. The results of this study indicate that there is a direct role for the variables of political awareness, political beliefs, political attitudes and political efficacy towards voting intentions. While the indirect role of the intention to choose appears in political awareness, political trust and political attitudes. The results of this study shown that the voting intention of beginner voters can be increased through various variables in this study, but from the hole results of this study shown that the basis of all beginner voters' political behavior is a political awareness because the political awareness variable is the basis of political behavior where these variables can produce direct effects or indirectly effect towards the voting intention , so that efforts are needed to increase awareness of voting through various intervention efforts so that voters have the intention to vote in general elections.

YOU ARE NOT ALONE: A LONGITUDINAL MULTILEVEL STUDY OF PEER INFLUENCES ON THE DEVELOPMENT OF PROSOCIAL BEHAVIOR IN ADOLESCENCE

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Learning theories predict that people who observe a particular behavior repeatedly will show this behavior themselves. For adolescents, an important social context is their class community, because they spend most of their day in this stable social context. Longitudinal studies have shown that the level of aggression in a class affects adolescent differentially, depending on their own level aggressive behavior. Parallel analyses of class-level effects on prosocial behavior are lacking. They addressed in the current study. Additionally, we hypothesize that individual perspective taking is a moderator, because people with a high ability in perspective taking should be more able to process contextual influences. Therefore, we analyzed the interaction between individual prosocial behavior and individual perspective taking and class levels of prosocial behavior and perspective taking in predicting adolescents' prosocial behavior over time. A longitudinal dataset with 16,891 participants in 1308 classes was analyzed using multilevel modeling. Prosocial behavior and perspective taking were measured using self-reports twice in 12 months.

School grades, migration background and gender were included as covariates. First, a main effect of class-level of prosocial behavior was found: the higher the class level of prosocial behavior at T1, the more prosocial individual class members were at T2. More importantly, a significant cross-level interaction emerged. In the more prosocial classes, non-prosocial individuals at T1 moved in the direction of the class as a whole, minimizing individual differences. In less prosocial classrooms at T1, individual levels of prosocial behavior predicted individual levels at T2. For perspective taking, only main effects of the individual and class levels emerged. Adolescents showed more prosocial behavior at Time 2 if they were more prosocial at Time 1 and had been in a class with a high average level of prosocial behavior at Time 1. However the class level effect was bigger compared to the individual level effect. Classmates not only create a social context for learning negative social behaviors but may also promote the development of prosocial behavior by moving the initially less prosocial members toward the higher level of prosocial behavior in their class.

THE INFLUENCE OF A PERSONALITY TYPE ON THE PROGRESSION OF CARDIOVASCULAR DISEASES IN THE OLDER AGE

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The personality characteristics affecting the development of cardiovascular diseases at the retirement age (496 people) have been studied; It is shown that bad habits and aggressiveness have an effect on diseases. It is noted the professional activities performed earlier, influence as an additional factor. We studied the individual and personality characteristics that affect the development of cardiovascular diseases in different types of elderly people. The analysis of medical documents, expert assessment, questioning the life course and self-assessment of the personality traits. Independent variable – the level of cardiovascular disease; additional variables: gender, age and professional types according to J.Holland. Dependent variables: features of self-esteem of the personality and the life path. Data processing method ANOVA analysis of variance. Empirical base: pensioners attached to the City polyclinic of Moscow – 496 people. the risk of developing cardiovascular diseases among pensioners increase: bad habits (alcoholism ($F=12,65$, $p=0,00$), tobacco smoking ($F=5,81$, $p=0,003$), overeating $F=4,19$, $p=0,01$), aggressiveness ($F=3,14$, $p=0,05$) and professional activities in the field of “Man – Technique” ($F=3,44$, $p=0,05$); reduce: the presence of the subject hobbies

($F=3,10$, $p=0,05$) and optimism ($F=3,23$, $p=0,05$). The types distinguished by sex and age didn't have a significant additional effect on the severity of the disease. Only professional types additionally influence on the connection between personal characteristics and cardiovascular diseases. Among the realistic-type pensioners (workers and technical specialties) the risk of cardiovascular diseases was further enhanced by sociability ($F=3,93$, $p=0,05$), activeness and commitment, career growth ($F=3,14$, $p=0,05$) and reduced by the availability of subject hobbies ($F=4,36$, $p=0,01$). Pensioners of the social type (professions in the service sector) further reduced the risk by having sports hobbies ($F=5,44$, $p=0,005$), while pensioners of the conventional type (office workers) reduced by professional activity and career growth, and increased by the tendency to overeating ($F=3,10$, $p=0,05$) and by sports hobbies ($F=4,03$, $p=0,01$). along with the general, there are individual and personality prerequisites for the occurrence of cardiovascular diseases, depending on the professional type of a person. To clarify these results, the additional research is needed. This work was supported by Russian Foundation for Basic Research 18-013-00092A.

“INCLUSIVE”: GROUP COUNSELING FOR EMERGING ADULTS IN TRANSITION

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In Switzerland, nearly one out of six persons (16%) has no occupational solution after completing compulsory education. Various transitional options and interim solutions are nowadays available to the young people who are in transition and seeking an apprenticeship. A lot of them suffer from mental disorders (Sabatella & von Wyl, 2014). Usually, the transition options focus on academics and social deficits without offering psychotherapeutic services. However, early intervention is important, as studies have shown that the course of a mental disorder can be positively influenced if the disorder is treated early and immediately (Stein et al., 2003). To enable an early intervention in a non-clinical setting, we started a group psychotherapy program in a transitional option for unemployed people in the agglomeration of Zurich. To underline the low-threshold character we call it group counseling instead of group psychotherapy. Over the next 1 ½ year 60 young

people will participate in the program and thus in the intervention. The group size for the group counseling is limited to 8 participants. The program consists of three elements. Based on the concept of Positive Peer Culture (PPC) the focus is set on building resources like self-efficacy, self-worth, and social competence. In addition, the program includes an element of psychoeducation to sensitize and raise awareness on mental disorders. The third element entails mindfulness and relaxation exercises. Using selected indicators, resulting changes will be measured at three measurement time points (entering the program, leaving the program, 6 months after leaving the program). We will present first results of the outcome of those participants who finished the program. Discussion and recommendations will focus on implications for early intervention in emerging adulthood. The research project is funded by the Foundation Gebert Rűf under its BREF program.

PSYCHOLOGICAL WELL-BEING IN THE CONTEXT OF RELIGIOSITY

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The problem of the relationship of psychological well-being and religiosity of the individual over a long period of time in the scientific community cause heated debate and heated debate. Some scientists (in particular Z. Freud) argue that the religiosity of a person negatively affects the subjective well-being and emotional state of a person. However, numerous studies conducted in recent decades, mainly in foreign psychology show that religious activity in General has a positive effect on the psycho-emotional state of a person. The problem of human psychological health and well-being in the context of the Islamic religion has recently become relevant, as well as other psychological aspects. Studies of Islamic-oriented psychologists M. Badri, O. S. Pavlova. K. I. Nasibullova also shows that religious identity has a positive impact on some components of psychological well-being, in particular, psychological stability of a person. Our study in the framework of the RGNF project "Value-semantic sphere and socio – normative behavior

of the individual in secular and religious education" (№16-06-01089) on a sample of students of secular and Islamic educational institutions (N-allowed us to conclude that the religiosity of the individual is an important factor of psychological well-being. The data of our study showed that students of Islamic educational institutions are more pronounced such components of psychological well-being as self-acceptance, acceptance of others, emotional comfort (optimism, balance), internal control (I am the master of life and situation), life satisfaction, emotional saturation of life relative to their peers secular educational institutions. Thus, the picture of the world and the person in it set by the religious doctrine, peculiar to people with internal orientation of religion (Mature, internal religiosity) provides meaningfulness of life of believers, gives effective coping strategy of behavior, and finally promotes development of psychological well – being of the person.

MILITARY PSYCHOLOGY IN THE XXI CENTURY: BLOSSOMING OR CRISIS?

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Research objective – estimating current state of military psychology in the world and revealing the main tendencies of its development. Research method: content analysis of scientific publications, documents, literary sources, professional Internet sites. Research course: scientific articles, textbooks, manuals, websites of psychological communities of 22 states (n=212) were studied. It is established that military psychology is a dynamically developing branch of psychological science and practice. Continuously psychological structures in armies of Australia, Israel, Canada, Russia, the USA become stronger. Psychologists in armies of many European countries and China act actively. It is discussed questions of psychological work in armies of many countries. "Center" of activity of military psychology moves to space of the international military-psychological cooperation. Influence of the USA in the theory and methodology of the analysis of military-psychological problems remains considerable. However, the understanding of the question that the regularities of manifestation of mentality of the soldier opened in the USA in fight, can't directly be extrapolated to armies of other countries increases. Scientific researches of military-psychological prospects are actively

conducted. The subject field of military psychology extends. Considerable financial means are allocated for functioning of psychological services, training of military psychologists, psychological work with the military personnel. At the same time, expectations of commanders in relation to military psychology in many respects aren't met. The greatest volumes of PTSD, suicides, drug addiction and alcoholism are marked out in armies where number of psychologists highly and above their financing. There are no "breakthrough" psychological technologies in the major branches connected with behavior of the military personnel. The culture of using of psychological knowledge isn't formed among the military personnel. Psychologists pay too much attention to psychodiagnostics and work with documents. Conclusions: the military psychology is in a bifurcation point now. Growth of number of military psychologists isn't followed by decrease of psychological problems. Credibility to military psychology thaws. Cooperation of military psychologists in the field of psychological help, partnership with actively developing branches of science and practice is necessary.

HYPNOSIS AND VIRTUAL REALITY IN PSYCHOTHERAPY: A PROMISING APPROACH

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Dr. Salvatore Bellissima, psychotherapist, Asp Catania, Italy The goal of the work is to reduce the symptomatology, the healing time and to accelerate the process of change through the use of hypnosis associated with an immersive virtual reality. Hypnosis and virtual reality are already used separately in psychotherapy, but the associated effect of both techniques increases the influence of each, as virtual reality favours the narrowing of the field of consciousness induced by hypnosis, amplifying its effects and increasing its effectiveness. It is an all-encompassing experience that all users report as very engaging: it has been observed that the trance sometimes develops even without induction. Is virtual reality associated with hypnosis effective? The work is conducted through the use of a visor and the induction of the trance after the start of various videos, of varying duration. At the setting of hypnosis (armchair and/or bed, twilight, adequate environmental temperature, attenuation of external stimuli) we add the use of the viewer in which first abstract videos such as geometric representations, lights and colors are transmitted

to hinder the projections of the subject, and then concrete videos, depicting naturalistic scenarios associated with brief stimulus stories, used as a metaphor to guide the subject towards more appropriate behavioural styles. The therapist observes simultaneously on another screen what is transmitted by the viewer, so as to gradually follow the subject and accompany him with suggestions. The state of trance is maintained and is not interrupted by the visual and auditory stimuli to which he is subjected. The work started a few weeks ago, but the relative effects are encouraging, with the participants who do not develop any idiosyncrasies, but instead they are very satisfied with the experience and motivated. At the moment everyone has experienced a drop in anxiety. Instruments: Oculus go Viewer, Hypnosis 8 participants : case of Italian psychooncology ,Italian hypochondriac, Moroccan DPTS, Polish depressed former drug addicted woman, Italian DAG, mistread woman, man with social anxiety, Italian multiproblematic woman. Therapy: 1 weekly session.

FROM ERIKSON AND VYGOTSKY INTO SOCIO-CULTURAL FOUNDATIONS OF IDENTITY AND ITS RELATIONS TO THE PERCEPTION OF THE GLOBALISED WORLD

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Identity is understood as an organisation of representations of one's self, serves as a guideline for a person's evaluations, and allows to take a root into society and oneself. Psychological theories rarely focus on the socio-cultural background of identity formation. By combining the classical conception of identity by Erik Erikson (1968) and socio-cultural theories of Lev Vygotsky (1980), it is argued that identity can be seen from the perspective of the socio-cultural tools, which can be used by a person for representations and manners of how to organise identity. One's connections with socio-cultural areas (geographical, practical, societal, cultural and institutional) can be assessed through 3 dimensions of identity commitment: fidelity, activity, and ideology. A model of perception of developmental threats and opportunities of the modernity was used in this research to understand the links between identity and perception of the world. Three questionnaires were used in this research – questionnaire of Sociocultural Foundations of Identity (3 types of identity commitment and 5 socio-cultural areas), questionnaire of Globalisation opportunities to assess 4 types of opportunities: social,

technological, developmental and global) and questionnaire of globalisations threats to assess 4 types of contemporary threats: technology-cultural, existential-identity, social and systemic). Two-hundred participants (66 males, 134 females) of age from 17 to 50 ($M=29,08$, $SD=8,9$) took part in the research. Spearman correlation of variables indicated that cultural area of sociocultural foundations of identity was negatively correlated with social opportunities ($\rho=-0,21$, $p<0,01$) and with global opportunities ($\rho=-0,2$, $p<0,01$). Existential-identity threats were negatively correlated with geographical ($\rho=-0,21$, $p<0,01$) and institutional ($\rho=-0,26$, $p<0,01$) areas of sociocultural foundations of identity. The results provide a good background into future use and development for the model of socio-cultural foundations of identity. It provides an overview of how different sociocultural areas might be linked with an evaluation of the environment. Particularly, the strong correlations between existential-identity threats and socio-cultural foundations shows evidence that it is reasonable in this context, to analyse the background of identity formation.

USING IMPLICIT WORD-OF-MOUTH INFORMATION TO INCREASE ACCEPTANCE OF ONLINE BEHAVIORAL ADVERTISING

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Online Behavioral Advertising refers to any form of online advertising that is based on information the advertiser has about the advertising recipient, such as demographics, browsing or purchase behavior, information about preference, and geographic information. Because of its positive effect on revenues, online behavioral advertising has emerged as a major marketing trend worldwide. However, researchers have found that consumers remain highly skeptical of online behavioral advertising due to privacy concerns, which leads to a negative impact on users' acceptance. Two experiments conducted in the scenario of "Wechat moments" show that implicit word-of-mouth information based on Wechat friends help to increase consumers' acceptance

of online behavioral advertising. Specifically, experiment 1 shows that consumers' psychological reactance decreased significantly if they were told that the advertisement was also viewed by some Wechat friends. Moreover, experiment 2 suggests that such practice was generally more effective for products of high perceived risk than those of low perceived risk. Connecting researches of online behavioral advertising and word-of-mouth, the present research contributes to the literature of consumer psychology by showing how implicit word-of-mouth information will increase acceptance of online behavioral advertising. The results are also helpful to marketing practices in online advertising.

WHO SUPPORTS ME MATTERS: THE MODERATING ROLE OF SUPPORT AND SOCIAL PRESSURE ON THE CAREER ORIENTATION-WORKFORCE TURNOVER INTENTION LINK

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Past research has examined how psychological support moderates the relationship between individual employee factors with their turnover intentions. Such studies, however, treat the support mechanism as a unidimensional variable, failing to distinguish between different forms of support. The current study addresses this gap, examining how various forms of support are most effective and influential in influencing the link between career orientation and turnover intentions among women. The present study also examines this link in a multi-ethnic context, expanding on research that has previously sampled American and East Asian university students. It is hypothesized that career orientation will be negatively related to workforce turnover intention (WTI) and turnover intention (TI). It is also hypothesized that this relationship will be moderated by three different forms of support – social, spousal, and organizational. We employed an online survey sampling 145 women working in various organizations. Respondents provided responses to measures of career orientation, WTI and TI, along with scores on perceived social pressure, and three forms of

support – social, organizational and spousal. Controlling for age, career orientation significantly and negatively predicted both WTI and TI. Analyses also showed that co-worker social support, a sub-component of social support, moderated the relationship between career orientation and WTI. Findings of this present study highlight the significance of co-worker social support in strengthening the relationship between career orientation and WTI among Malaysian women. Such findings provide imply that co-worker social support may be supportive of creating integrated support systems aim towards retaining women in the workforce. Such retention strategies may then translate to overall increased women workforce participation in Malaysia. References Ng, C., & Chee, H.L (1999). Women in Malaysia: Present struggles and future directions. Positioning women in Malaysia: Class and gender in an industrializing state. London:Macmillan. Phillips, S. D., & Imhoff, A. R. (1997). Women and career development: A decade of research. Annual Review of Psychology, 48(1), 31-59. doi:10.1146/annurev.psych.48.1.31

STRIVING AND HAPPINESS: BETWEEN- AND WITHIN-PERSON LEVEL RELATIONS BETWEEN GRIT, NEED SATISFACTION AND SUBJECTIVE WELL-BEING

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Accumulating evidence suggests that grit—perseverance and passion for long-term goals—facilitates subjective well-being, yet the underlying mechanism and the time frame along which this effect operates are less known. Drawing from self-determination theory and the fact that grittier people tend to grow towards highest personal potential through meaning and engagement, we assume that at between-person level, need satisfaction acts as a key mediator of the effect of grit on subjective well-being. Besides, since recent evidence has illustrated how daily goal pursuit contributed to happiness experience, we also hypothesize that at within-person level, daily grit enhances need satisfaction and thus is beneficial to daily well-being. Study 1 conducted a cross-sectional survey among 2,963 adolescents and found that students who reported higher trait level of grit experienced higher level of need satisfaction in learning, which in turn predicted better subjective well-being

(indicated by higher life satisfaction, more positive affect and less negative affect). Study 2 further uncovered its intra-personal dynamics with daily diary design. Participants reported daily grit, daily need satisfaction and daily subjective well-being once per day for 21 consecutive day ($N = 78$, observation = 1,475). Multilevel within-subject mediation analysis showed that need satisfaction mediated the relations between daily grit and daily subjective well-being. Moreover, trait level of grit didn't show moderating effect in the daily intra-personal process as Bayesian analysis suggested. It implied that students experienced higher level of need satisfaction and subjective well-being on days when they exerted grittier goal pursuit, and this effect held independent of participants' trait-level grit. Collectively, findings highlight the importance of need satisfaction in explaining the association between grit and subjective well-being regarding inter- and intra-personal processes.

A TERROR MANAGEMENT HEALTH MODEL PERSPECTIVE ON TAKING DIET PILLS

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According to the Terror Management Health Model (TMHM), when mortality concerns are unconsciously activated, we expect health-related decisions to be shaped by individuals' internalized cultural values. The current research aimed to investigate the reasons behind positive attitudes toward using diet pills using TMHM as a theoretical framework. For this purpose, the effect of the interaction between socio-cultural attitudes toward appearance and mortality awareness on the attitudes towards taking diet pills (i.e., weight management, subjective norms, being reliable) was tested in the sample of 166 women ($M = 20.70$, $SD = 1.9$). Degree of the influence of the socio-cultural norms stemmed from media, family, and peers was categorized as high and low. Mortality concerns of the participants were made salient through asking them to write their thoughts and emotions about their own death. There were three experimental conditions; unconscious mortality salience (in which participants reported their attitudes towards diet pills after engaging in a delay task following mortality prime), conscious mortality

salience (in which participants reported their attitudes toward diet pills right after mortality prime), and control condition (in which participants' mortality concerns were not primed). Thus, the design of the present research was a 2 (socio-cultural attitudes toward appearance: high-low) X 3 (study conditions: unconscious, conscious, control conditions) between-subjects factorial design, where the participants were assigned to cells via the matched-randomization method. Analyses revealed that after mortality salience was unconsciously primed, women who reported a higher tendency to evaluate their physical appearance using body-relevant social norms also reported more positive attitudes toward using diet pills, compared with women who reported a lower tendency to evaluate their physical appearance using body-relevant social norms. These results provided evidence for health-defeating outcomes as a consequence of the interaction between unconscious mortality awareness and internalized cultural values.

IMPROVING A SAFETY PERFORMANCE IN MIDDLE INDUSTRIES: WHAT IS THE ROLE OF SAFETY LEADERSHIP?

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The characteristics of middle industries that have minimal occupational safety management system, make their employees in dangerous situations and have a greater possibility of having an accident at workplace. The results of previous studies indicate that one of the causes of workplace accidents is human factors. The role of human in accidents at workplace can be caused by a lack of work behavior that supports safety as indicated by a lack of compliance behavior and passive participation in matters that support occupational safety. This can be called for lack of safety performance. Safety performance is a form of action or individual behavior shown in work that aims to improve the health and safety of employees and the work environment. Safety performance has an important role for employees who work in industries that have a minimum occupational safety management system. One of the factors that influence safety performance is the leader. Leaders who focus on safety can influence the level of safety in the workplace through improving employee safety behavior and reducing accident and injuries. This study aims to

determine the effect of safety leadership in encouraging employee safety performance in middle industries. Participants are workers in chemical and metal middle industries (N = 95). Data were collected using safety performance scale and safety leadership scale. Safety performance scale have cronbach Alpha coefficient of 0.93 and 0.89. Safety leadership scale have cronbach alpha coefficient of 0.92, 0.89, and 0.92. Results show that there is a significant coefficient correlation between safety performance and safety leadership (0.73) and $R = 0.53$, $p < 0.05$. Safety leadership has a significant effect on safety performance of middle industry employees. In line with the concept of leadership theory that through the leader's personal characteristics and leadership style, leaders are able to influence and change subordinate work behavior. The high power distance culture between leaders and subordinates in Indonesia also influences the ability of leaders to change subordinate work behavior, and shows importance role of leaders in influencing changes in subordinates work behavior.

CAN PLAYING CHESS HELP IMPROVING CHILDREN'S PLANNING AND VISUO-SPATIAL SKILLS?

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In relation to the cognitive processes underlying chess playing, the Identical Elements Theory (Thorndike & Woodworth, 1901) emphasize the similarities chess and other fields of expertise and states that the skills acquired in one field may be transferred to the other fields. Chunking Theory (Chase & Simon, 1973) and Template Theory (Gobet & Simon, 1996) suggest that domain-specific patterns are better remembered by experts than non-experts; however, there is no difference between two groups in recognizing random patterns. Therefore transfer of any skill acquired in one domain does not transfer to the other. The aim of this study was to investigate the effects of chess playing on children's planning and visuo-spatial skills. 90 middle school children aged between 10 to 14 were tested. A quasi-experimental design was used. Participants were divided into three groups in terms of their chess knowledge. First group consisted of 30 children having National Chess Rating (UKD) ratings, namely professional chess players. Second group consisted of 30 novice

chess players. Third group was control group including non-chess players. These three groups were equated in terms of age, gender and math scores. Planning skill was assessed using Tower of Hanoi Task. Visual-Spatial skills were assessed using the Line Orientation Test and the Benton Visual Retention Test. MANOVA results showed that children with UKD rating, had better planning skills than both novice players and non-chess players, $F_{2,87} = 4.33, p < .05, \eta^2 = .30$. Likewise, visual-spatial perception skills (which was measured using Line Orientation Test) were highest in the expert group, $F_{2,87} = 7.36, p < .01, \eta^2 = .41$. There was no significant difference among the three groups in terms of Benton Visual Retention Test scores. The advantage of playing chess was observed in the ability of planning and visual-spatial perception but was not observed in visual memory skills. Although chess may require visual memory, that skill may have weaker links with chess than other planning and visual-spatial perception for transfer.

AESTHETIC RESPONSIVENESS CORRELATIONS WITH COPING AND COGNITIVE STYLES

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Objectives Aesthetic responsiveness is used to be considered as a resource for subjective well-being, and there are even some evidence of its beneficial impact to recovering from depression and anxiety disorders. May it as well be a resource for productive coping strategies or cognitive styles? To tackle the question a correlational study was conducted. Method Russian lyceum students of both sexes 14-17 y.o., N = 176, filled Engagement with Beauty Scale (EBS) measuring aesthetic responsiveness, Personal Views Survey III-R (Hardiness Survey, HS) measuring resilience under stress, Adolescent Coping Scale (ACS) General form, and Cognitive-personality styles questionnaire (CPS-Q) evaluating six traditional bipolar

cognitive styles on the level of personality self-report. Results EBS scores correlated at Bonferroni-Holm corrected $p < 0.05$ with HS Challenge subscale ($r = 0.24$), ACS' Seek Social Support (0.30) and Self-Blaming (0.26), CPS-Q's Rigidity (-0.29) and Tolerance to Unrealistic Experience (0.37). Conclusion The mentioned HS and CPS-Q subscales obviously relate to openness to experience as the general trait comprising aesthetic responsiveness. Besides, Tolerance to Unrealistic Experience may be consistent with aesthetic experience's transcendent aspect as well, while the two ACS subscales are presumably related with its empathic and introspective aspects respectively.

ONLINE THERAPIES AND PSYCHOTHERAPISTS' ETHICAL CONCERNS

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Many factors can play a role in therapists' decision to use the psychotherapy process with the client, including experience, online psychotherapy experience, orientation, and ethical concerns. Especially in online therapies, the therapist has relatively less control comparing face-to-face therapies, and this situation can cause therapists to worry about how they can apply certain ethical rules. Ethical rules for online psychotherapies are not fully clear in this area, which may be an obstacle for people with no experience of online therapy. Although some researchers have published some views on this issue, research on psychotherapists' concerns about ethical issues is limited. Therefore, the aim of this study is to examine the psychotherapists' thoughts on ethical issues in online therapies. Our study was carried out with a total of 45 therapists ranging between 24 and 44 ($M = 26.07$, $S = 2.31$), 39 female (86.66%) and 6 male (13.33%). Data from the participants were analyzed according to the inductive thematic analysis method (Braun and Clarke, 2006). According to the results, the most frequently cited ethics issues are protection of

privacy and confidentiality, beneficence and nonmaleficence, responsibility, being competent about using online psychotherapy context and honesty. Another finding of our study is that psychotherapists' concerns about ethical issues are thought to negatively affect the therapeutic alliance, which is one of the best predictors of therapeutic change. Our study shows that therapists tend to be flexible using online therapies but are based on some conditions. At the very beginning, the emphasis is on the technical-hardware knowledge deficiencies that will ensure the protection of therapy confidentiality. Finally, it is noteworthy that concerns and negative perceptions of the use of online psychotherapies in the field of mental health stem from the fact that the majority of the participants do not experience the online psychotherapy process. The anxiety of unknown may be causing thoughts such as 'it is difficult to apply ethics code in online therapies'; and this thought may cause the anxiety. The results will be presented as themes and will be discussed in the direction of literature.

IMPACT OF EQUINE ASSISTED GROWTH/LEARNING PROGRAM ON STUDENTS' PSYCHOLOGICAL WELL-BEING

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The study presented experimental verification of the Equine assisted growth / learning (EAG/L) program created to enhance the psychological well-being among students. The conceptual basis of the EAG/L program is ecopsychological approach to personal development. It is based on the principles of ecological holism, equality of person and nature. The sample includes 90 students of Kazan Federal University aged 19-22: 30 students based on voluntary participation in EAG/L program was "experimental group", and 60 students was "control group". The EAG/L program consisted of six two-hour sessions on Weekends. Quantitative data is received with questionnaires: 1) "Subjectification of a horse" (in S.D. Derjabo & V.A. Yasvin concept); 2) Russian version of Ryf's "Psychological well-being Scale". Statistical data analysis of control and experimental groups before and after the program is performed using Student's T-test to related and unrelated samples and the method of linear correlation. Qualitative analysis is based on their oral reflection and writing self-reports. The results showed that the EAG/L program participants significantly increased all measured

parameters of psychological well-being (positive relations, autonomy, environmental mastery, personal growth, self-acceptance, purpose in life). The increase in psychological well-being in most scales appeared directly linked to increased general subjectification of a horse during the program. Qualitative analysis of reports on experiences and psychological changes received from EAG/L program participants specified the quantitative analysis results. Students have indicated the following changes: the removal of the state of distress, increase of self-confidence, increase in sense of energy and purpose to gain significant activity. Moreover, about half of the students emphasized that an important step in personal changes was removal of fear in tactile contact with the horse and the acquisition of trust. It is important that students mentioned the spread of the therapeutic effect during communication with horses for different areas of their daily lives and relationships. Thus, approbation of EAG/L program showed that subjectification of a horse contributes to psychological well-being of personality in communication with horses.

SPEARMEN'S LAW OF DIMINISHING RETURNS: THE IMPACT OF THE DISTRIBUTION ASYMMETRY IN ARTEFACT PRODUCING

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Spearman's law of diminishing returns (SLODR) is the hypothesis formulated at 1927 by Ch. Spearman. It states that intercorrelation between intellectual tests are higher when dataset contains subjects with less intellectual abilities (factor g score) and vice versa. After almost hundred years of researches only the trend in average was detected and in many cases the tendency. It was shown also that test distribution asymmetry may lead to the artifactual appearance of SLODR effect but systematic analysis of different sources of asymmetry was not provided. We used three methods of SLODR detection to test real data and two sets of simulated data with different sources of distribution asymmetry and having no any SLODR effect. The first one simulated the asymmetrical choice of respondents having different ability test results. The second one simulated the case of

different density of the differently difficult tasks. We selected the simulation parameters so that the simulated data correlation matrix to be similar to one of the real data, and at the same time all distributions to have similar asymmetry parameters. The SLODR testing methods use the dividing a data sample into two subsamples by g factor median. Then we used so called traditional method comparing the g deviation in subsamples, the structural models comparing, the invariance testing in nested structural models, and the original method of 'Running Variance Estimate'. The results showed that all used methods can't differ real and artificial SLODR effect. The summary of all methods gives better result but it is also not complete, and that this non-completeness is indispensable until sufficient psychometric properties (interval scales in terms of Stevens' typology) be provided.

DOES FUTURE TIME PERSPECTIVE AFFECT BEDTIME PROCRASTINATION? THE MEDIATOR ROLE OF MEANING IN LIFE

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Being irreplaceable activity in terms of physical and psychological health, night sleep is also the event ending the day. Yet, average sleep length and quality has been significantly decreased since 20th century (Van Cauter, Knutson, Leproult, & Spiegel, 2005). Many sociological, psychological and cultural reasons for this change has been proposed. In this respect, a recent topic of interest is procrastinating bedtime without any mandatory reasons (Kroese, De Ridder, Evers, & Adriaanse, 2014). Since procrastination behaviors are in general associated with aversive activities, procrastination of sleep, which is actually a regenerative and refreshing activity, has been baffling researchers. The present study hypothesized that people try to extend their lifetime by procrastinating sleeping and end of the day. Therefore, higher future time perspective, believing there is enough time left ahead of one's life, would predict lower bedtime procrastination; and this association would be mediated by meaning in life To test the proposed

hypotheses, data were collected from 238 participants (160 female, 78 male). They were administered measures of future time perspective, bedtime procrastination, meaning in life, self-regulation and circadian energy levels. The mediation analysis revealed that the association between future time perspective and bedtime procrastination is significantly mediated by meaning in life. However, after controlling for the effects of self-regulation and circadian energy levels, previously significant mediation became insignificant. The results of this study were discussed along with the information in the existing literature. Limitations and suggestions for further studies were also provided. Kroese, F. M., De Ridder, D. T., Evers, C., & Adriaanse, M. A. (2014). Bedtime procrastination: introducing a new area of procrastination. *Frontiers in Psychology*, 5, 611-?. Van Cauter, E., Knutson, K., Leproult, R., & Spiegel, K. (2005). The impact of sleep deprivation on hormones and metabolism. *Medscape Neurol Neurosurg*, 7(1), x-y.

DIFFERENCE IN PSYCHOTHERAPY: CLIENT AND THERAPIST PERSPECTIVES

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Clinicians find themselves working with increasingly diverse populations, raising the importance of issues of diversity and cultural competence in psychotherapy. Few studies have undertaken a qualitative investigation of client experiences of diversity in psychotherapy, and psychotherapy research more generally seldom considers both client and therapist perspectives. This qualitative interview-based study aimed to explore client and therapist experiences of difference and similarity in social identity and implications for the psychotherapeutic relationship. A qualitative study employing semi-structured interviews was conducted with 11 South African client-therapist pairs about their experience of psychotherapy and about similarity and difference in social identity. South Africa is characterized by diversity across different social identities for both clients and therapists and the free clinic chosen as the sampling site is particularly diverse. Given both the storied nature of psychotherapy and the relational context of the therapeutic relationship, a narrative analysis was conducted to explore how clients and therapists storied their psychotherapy experience with one another. Both therapists and clients held

similar views of the therapeutic relationship but there were some key divergences concerning the valence of social identity in the therapeutic relationship. While therapists linked issues of social identity to the therapeutic process, clients often picked up on key moments, often idiosyncratic and not mentioned by therapists, as helpful in navigating social similarity and difference. Both therapists and, to a greater extent, clients, found it difficult to reflect on social similarity and difference in interviews, and the process of narrating their experience holds implications for addressing identity issues in psychotherapy. Theories of cultural competence often focus on the therapist's knowledge, or ability to be curious about, difference between clients and therapists. This study suggests that the navigation of social difference is a process which unfolds in unpredictable ways. The findings also suggest that similarity is as complex to navigate as is difference. Key divergences in understanding between therapists' understandings of client experiences of psychotherapy.

THE RELATION OF ADOLESCENTS' SEXUALIZED INSTAGRAM CONSUMPTION WITH BODY IMAGE CONCERNS: CORRELATIONAL AND LONGITUDINAL EVIDENCE

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Media scholars have studied sexualized media consumption and its negative effects on body image concerns. Most research has focused on the use of traditional media and its effects on young women. Furthermore, longitudinal data is scarce. Limited research has addressed the links between sexualized Instagram consumption and body image concerns among adolescents. Two studies were conducted to examine links between adolescents' sexualized Instagram use and internalization of media ideals, self-objectification and body surveillance. Study 1 (N=300) was conducted online. To further study the relations in a larger sample using a longitudinal two-wave design, Study 2 (N=600) is currently conducted at German public schools. In both studies, correlational data will be presented using structural equation modeling. Extended analyses

examining longitudinal paths from T2 data will also be presented. Study 1 revealed that for girls, sexualized Instagram use was associated with body surveillance, mediated through both internalization and self-objectification. For boys, no relation between sexualized Instagram use and body image variables was found. Cross-sectional analyses with the data of Study 2 at Time 1 indicate that sexualized Instagram use is associated with body surveillance, mediated through internalization and self-objectification. No gender differences have been found in this sample. Longitudinal data will be presented that test the directions of the relation between sexualized Instagram use and body image concerns. Findings suggest that sexualization on Instagram can play an important role in increasing body image concerns among adolescents.

REDUCING PERCEIVED THREAT TOWARD IMMIGRANTS WITH TESTIMONIALS. INDIRECT EFFECTS OF EMPATHY AND SIMILARITY THROUGH IDENTIFICATION, TRANSPORTATION AND COUNTERARGUING

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Testimonial messages are frequently used in public information campaigns to cope with health and social problems. In the present research a narrative strategy is proposed aiming to reduce perceived threat toward immigrants in the context of the European Union (Schmuck & Matthes, 2017). Narrative persuasion models suggest that transportation and identification with the protagonist are two relevant mechanisms through which narratives produce their impact because both processes reduce counterarguing (Green & Brock, 2000; Moyer-Gusé, 2008). However, previous empirical evidence on the mediating role of counterarguing is not conclusive. Because transportation and identification facilitate persuasion, it is important to know how to increase both processes (Tal-Or & Cohen, 2016). The present study focuses on two factors: similarity between the protagonist of the message and the recipient, and empathy. It is hypothesized that the joint effect of "training" empathy before reading a high-similarity narrative will increase identification and narrative transportation (as compared to the control condition). Secondly, this research tests the indirect effect of the experimental condition that combines empathy with exposure to a high-similarity narrative on the reduction of perceived

threat toward immigrants, through identification and transportation (primary mediators) and counterarguing (secondary mediator). In order to contrast our predictions, two experiments were carried out via Qualtrics opt-in on line panels in Spain (N = 383) and the Netherlands (N = 416). We employed a two (empathy versus no empathy instructions) by two (low versus high similarity) factorial design. Both experiments used as stimuli short testimonial messages delivered by a stigmatized immigrant of different origins (a Moroccan immigrant in Spain and a Turkish one in the Netherlands). The results showed that the condition that combined empathy with reading a high-similarity narrative induced the highest levels of identification and narrative transportation. In the mediation analysis, a significant indirect effect was observed on perceived threat toward immigrants through identification and counter-argumentation. However, transportation did not act as a significant mediator. Our work improves our understanding of the mechanisms that explains the impact of testimonial messages. Ultimately, both studies suggest that testimonial messages can be effective narrative tools to reduce perceived threat toward stigmatized immigrants.

INVESTIGATION OF THE ROLE OF EXECUTIVE FUNCTIONS ON EPISODIC FUTURE THINKING AND PAST REMEMBERING

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The ability to mentally simulate future events, or episodic future thinking (EFT) can be conceptualized as projection of the self into future. Although, both EFT and past remembering largely depend on episodic memory (EM), due to their different demands on the recombination process, re-integration of details brought back from memory, their need for executive functions (EF) which are thought to be important for this process may also differ from each other. We aimed to examine the role of executive functions on different conditions with different recombination demands independently of the possible contaminative effect of EM. We compared healthy control subjects (N=23) with intact EM and EF to an index group of schizophrenia patients (N=20) with intact EM but impaired EF in a EFT task. The outcome variables were EFT performance as well as frontal cortical activity during the EFT task. The EFT task consisted of three conditions; (i) past remembering using one cue word (PR-1C; lowest demand), (ii) future imagination using one cue word (FI-1C) and, (iii) future imagination using three cue words (FI-3C; highest demand). Frontal

activity was measured by 52 channel Functional Near Infrared Spectroscopy (FNIRS; Hitachi ETG 4000). We found that the index group compared to the control group displayed worse performance in all conditions. Past remembering performance was better than future imagining performance among the index group. We also found that the activity in the right middle and superior temporal areas in the FI-1C condition was significantly higher than in the PR-1C condition in the control group. Behavioral results clearly point out to a greater utility of EF resources in EFT than in past remembering. Lack of disaversion between the two future imaging conditions suggest that the recombination may be necessary for construction rather than elaboration of stories created by the participants. This conclusion, also partly explains why the differences found between conditions on the basis of physiological data were temporal rather than frontal-focused. Pattern of temporal activity may be related to the contextual characteristics of conditions and the amount of specific detail brought back during these conditions.

EVENT-RELATED HOUSEHOLD DISCUSSIONS AND PSYCHOLOGICAL ADJUSTMENT IN CHILDREN AND ADOLESCENTS AFTER COMMUNITY VIOLENCE

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Family factors affect psychological outcomes of children and adolescents in the aftermath of human-caused traumas. Following huge-scale traumatic events, families are generally provided with guidelines about how to provide developmentally appropriate information to their children and about the effective ways of discussing the event. However, relatively few research have investigated the benefits of such household discussions after incidents of terrorism and community violence. Terrorism and community violence experienced one after another in about past 1,5 years in Ankara provided a context to investigate this issue. The main objective of the current study was to test the mediating role of event-related household discussions in the relationship between family factors (family functioning and parental mental health) and internalizing/externalizing problems in children and adolescents. A total of 129 children and adolescents aged between 11-18 years and their parents who were exposed to incidents of community violence took place in Ankara participated in the study. Exposure Checklist, Event Related Household Discussions Checklist, Brief Symptom Inventory and Youth Self Report and Inventory of Family Protective

Factors were administered to collect data. The results showed that event-related household discussions mediated the relationship between parental mental health and internalizing behavioral problems but did not mediate the relationship between parental mental health and externalizing behavioral problems. The study also indicated that family functioning predicts the quality of household discussion but was not a significant mediator. The findings suggested that children who have mentally healthy parents with whom they discuss the traumatic event exhibit less internalizing behavior problems whereas children who have mentally disturbed parents with unhealthy discussion patterns are more prone to internalized behavior problems. In the case of externalized behavior problems, on the other hand, regardless of the effects of event-related household discussions, parental mental health became a more important determinant of adjustment after controlling for trauma exposure. The main findings of the study indicated the preventive role of event-related household discussion hold after traumatic exposure in the development of internalized behavior problems, such as anxiety, depression and social introversion, in children and adolescents.

PTSD AND DEPRESSION IN CHILDREN AND ADOLESCENTS WITH CHRONIC ILLNESSES AND THEIR PARENTS

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In line with the developments in medicine, the survival of children with chronic illnesses has increased progressively and been extended beyond childhood. However, chronic illnesses still have many consequences in terms of the psychosocial well-being. Family Systems Perspective, brought about the realization that a chronic illness does not only impact the individual child, but also transmit its effects to the entire family system. Living with a chronic illness can be considered as an ongoing trauma both for the child and for his/her parents as the primary caregivers. The present study aims to evaluate the psychological adjustment of families of children and adolescents with chronic illnesses by investigating the emergence of depression and posttraumatic stress symptoms in children and their parents by utilizing a conceptual model. Assuming that the factors influencing families' responses to illness-related trauma are multiple, the model incorporates demographics, illness characteristics (both

objective and appraised) and social-ecological variables as primary predictors of psychological adjustment. The sample consists of 125 children and adolescents living with a chronic illness and their parents. The data has been gathered through the use of self-report questionnaires. Hierarchical Regression Technique was used to analyze the data. The results constitute an initial support for the validity of the proposed conceptual model in predicting depressive and posttraumatic stress symptomatology in children and adolescents with chronic illness and their families. The results are believed to provide a useful framework to organize researchers' and clinicians' thinking about the psychological responses of the families living with chronic illnesses and the factors that influence them. An improved understanding of the role of different predictive variables, functioning either as risk or protective factors, is expected to be helpful in designing psychosocial interventions for the families.

THE CURRENT INTERNET-BASED MENTAL HEALTH SERVICES IN CHINA

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Internet has been considered as a cost-effective and convenient supporter for mental health services. Since the release of the "Internet Plus" strategy in 2015, Internet-based mental health services (IMHSs) have been developing gradually along with the rapid development of internet in China. A very interesting theme right now is coming out: what are the effects of these IMHSs in China? So, the aim of this systematic review is to clarify: 1) the contents of IMHSs in China, 2) the evaluation system for effects of IMHSs, and 3) what we learn from the current IMHSs in China. We completed a preliminary review on the current IMHSs in China, evaluation of these services and public perceptions about IMHSs. According to the results, we found that: 1) IMHSs in China were carried out mainly in the forms of psychometrics, psychology education and counseling presently. 2) There hasn't been any complete evaluation system for IMHSs in China, despite the fact that lots of methods could be adopted for assessment (qualitatively and quantitatively). And 3) some problems still existed in the delivery of IMHSs, including unstandardized entry requirement for

service providers, inadequate evaluation, limited forms of services and ethical issues. Considering the current IMHSs in China, we thought future efforts should focus on the relationship between people's mental health demands and service providers' demands for increasing profitability, in order to ensure the sustainability of mental health services. And we proposed several suggestions and future trends for the development of mental health services: 1) setting up an Internet-based mental health services ecosystem, consisting of normal people, patients with mental illness and their caregivers, psychiatrists, psychology consultants and volunteers; and services should be provided respectively, including counseling, psycho-education, psychotherapy and so on; 2) establishing a whole set of evaluation standards to assess efficacy of services, competence of service providers and public attitudes toward IMHSs; 3) combining other technology to improve IMHSs' functionality, for example, physiological graphs can be used as emotion monitors, AI can be an auxiliary access to professional help, and VR may play an important role in relaxation trainings.

SPILOVER OF INCIVILITY FROM WORK TO HOME DOMAIN: THE MEDIATING ROLE OF EMOTIONAL EXHAUSTION AND WORK FAMILY CONFLICT

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In workplace incivility literature, it was empirically supported that being targeted with uncivil treatment was a unique predictor of whether someone displays such uncivil behaviors towards coworkers. However, it is not known whether when someone is targeted with uncivil behaviors in the workplace, she/he will show such behaviors in another domain like home toward his/her partner. In this regard, we aim to examine the mechanisms underlying work-home spillover of uncivil behaviors. As experienced workplace incivility might be a resource draining experience, it was hypothesized that experienced workplace incivility is positively related to emotional exhaustion, which in turn might be positively related to work family conflict. As increased emotional exhaustion and work family conflict might be related to withdrawal behavior and avoidance from partner interaction, we hypothesized emotional exhaustion and work family conflict as serial mediators in the relationship between experienced workplace incivility and instigating family incivility. 150 heterosexual couples (300 partners) participated to our two-wave survey with two weeks interval. At time one, participants filled out workplace experienced incivility and emotional exhaustion scales. At time two, scales of work family conflict

and experienced family incivility were administered. Each partner's experienced family incivility score was used as his/her partner instigating family incivility score. Separate analyses for husband and wife samples were conducted with PROCESS macro developed by Hayes (2013). For husband sample, after controlling experienced family incivility, experienced workplace incivility positively predicted emotional exhaustion ($B=.50, p<.001$), then emotional exhaustion increased work family conflict ($B=.57, p<.001$) and later work family conflict was negatively related to instigating family incivility ($B=-.13, p<.05$). The proposed serial mediation was supported as the confidence interval for indirect effect ($B=-.04$) did not include zero. For wife sample, experienced workplace incivility was positively related to emotional exhaustion ($B=.40, p<.001$) and emotional exhaustion increased work family conflict ($B=.36, p<.001$); however, work family conflict did not predict instigating family incivility ($B=.04, p=.14$) and the proposed serial mediation was not supported as the confidence interval for indirect effect ($B=.00$) included zero. Our findings will be discussed based on social gender roles and work-home resource model.

THE BULGARIAN VERSION OF THE MULTIDIMENSIONAL DRIVING STYLE INVENTORY: PSYCHOMETRIC PROPERTIES

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Road safety is one of the main priorities of the European Union. Different strategies and politics strive to increase the level of road safety across Europe and although this level have indeed increased in the last couple of years the number of injured and killed in traffic accidents is still very high. The Multidimensional driving style inventory (MDSI) is a self-reported instrument for assessment of person's habitual driving style as a factor which can explain risky driving behaviour and involvement in different traffic accident. The instrument is originally developed in Israel and there are several previous adaptations in different countries such as Argentina and Romania (Taubman-Ben-Ari, Mikulincer and Gillath, 2004; Poó et al., 2013; Holman and Havârneanu, 2015). The main objective of this study is to develop a valid and reliable version of the MDSI in Bulgaria. A study is conducted in order to evaluate the construct validity of the instrument and to test the validity of the factors in Bulgarian sample (n =

456, male = 204; female = 252; average age = 37). With respect to the driving experience the sample is with relatively balanced distribution, i.e. 284 people have driving experience up to 15 years, and 172 have more than 15 years of driving experience. Nine factors representing a specific driving style – dissociative, anxious, risky, angry, high-velocity, distress reduction, patient, careful, and irrational, identified by previous versions of the MDSI are included in this study. The overall number of items in the inventory is 61 with Cronbach` alpha = 0.78. The current study in Bulgaria confirm the structural organization of the initial version of the inventory. The predominant styles for the Bulgarian sample are patient and careful driving style. The results of the conducted study supported the reliability and validity of the Bulgarian version of the MDSI. The possible implementation of the instrument for the development of different programs for preventions and interventions is discussed.

INTERCONNECTION BETWEEN DRIVING STYLE, TRAFFIC LOCUS OF CONTROL AND IMPULSIVITY IN BULGARIAN DRIVERS

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The need for researches in the field of transport psychology in Bulgaria has become more tangible in recent years both due to increased public intolerance to aggressive driving and the very high number of injured and killed in road accidents in the country. In addition one of the main priorities of the European Union is the road safety. The main objective of this study is to assess the interconnection between Driving style, Traffic locus of control and Impulsivity in Bulgarian drivers. These constructs are assessed with The Multidimensional driving style inventory (Taubman-Ben-Ari, Mikulincer and Gillath, 2004) and questionnaires evaluating the traffic locus of control and functional and dysfunctional Impulsivity (Dickman, S., 1990). A study is conducted in order to evaluate the construct validity of the instrument and to test the validity of the factors in Bulgarian sample (n = 456, male = 204; female = 252; average age = 37). Electronic versions of the questionnaires are used. The results imply that external locus of

control has an influence on the driving style as well as the impulsivity as a personality trait. The highest correlation between the External Locus of control is with the dysfunctional impulsivity (Pearson correlation equals to 0,345) but also it correlates with the patient style which is a surprising result. All the styles correlate significantly with the impulsivity and also with the locus of control however the interconnection with the locus of control has lower results. When it comes to gender differences women have significantly higher results on the anxious and dysfunctional driving style when compared to men. Men show higher results on the risky driving style compared to women. This research is one of the few studies in the field of transport psychology in Bulgaria concerning the Bulgarian driver's behaviour. Such studies are important in order to increase the level of road safety in the country through policies based on scientific evidences.

MEASURING THE IMPACT OF ORGANIZATIONAL CULTURE AND STRATEGIC ORIENTATIONS ON TEAM EFFECTIVENESS: AN INDUSTRY RESEARCH

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Organizational culture is considered as one of the most important topics for organizational performance that provides competitive advantage in today's social and business environment. Culture defines the manifestations of strategic orientations (Wronka-Pośpiech & Frączkiewicz-Wronka, 2016; Baird, Harrison, Reeve, 2007) and influences teams (Cameron and Quinn, 2011; Kotter, 2012; Moonaisur & Parumasur, 2012; Serrate-Alfonso et al., 2014).

However, an interesting issue from theoretical and practical point of view is to study the dynamics and interconnections between the three aspects (culture, strategic orientations and team effectiveness) in a specific industry such as Software industry. In this regard, the current paper explores the impact of both different types of culture and different strategic orientations on team effectiveness. Four types of culture are measured (market, clan, adhocracy and hierarchy which are based on the Competing Values Framework), as well as four types of strategic orientations (customer, technology, entrepreneurial and learning) and four factors for

team effectiveness (team results, team processes, team commitment and shared mental models). Quantitative research method is applied with regression analysis in SPSS of three methodologies. The results from the study conducted amongst 494 participants from 35 software companies in Bulgaria confirm the leading influence of culture on team effectiveness ($R=0,453$). Meanwhile, industry specifics can be found. Clan and market culture and learning orientation have the strongest effect of team effectiveness, i.e. if software companies want to improve effectiveness they should encourage learning programs, improve communication, foster the management skills and implement common standards for project management. Directions for future research and application are also discussed in the article. The outcomes from the research are valuable for managers and team leaders when trying to improve organizational performance. HR professionals and consultants also can take into consideration the results from the study when planning recruitment strategies and training programs for employees at all levels.

FACILITATING PSYCHOLOGICAL FUNCTIONING OF MIGRANT WOMEN IN TURKEY

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Migration may result various levels of adaptation. Research has focused on stressors with a negative impact on adaptation; thus group of migrants that maintain their new lives with good psychological functioning have been dismissed. It is obvious that, certain protective factors do facilitate positive adaptation and functioning in the face of acculturation process. The purpose of this study is to expand understanding of the protective factors of migrant women's positive psychological adaptation to the host environment. In order to reach that goal we tested a hybrid model that is a combination of Acculturation (Berry, 1987) and Resilience (Ungar, 2011) Theories. The current study offers a hypothesized model that proposes direct effects between individual protective factors and migrant women's psychological functioning as well as indirect effects through contextual protective factors. This two-level protective factor model includes; women's education level, socioeconomic status, immigration decision, perceived cultural distance, and psychological resilience as individual level variables; and the perceived social support and psychological functioning of the family as contextual variables. The participants are 215 women (ages ranging

from 20-60) who migrated to three metropolitans of Turkey. Testing our hypotheses through Structural Equation Modeling (SEM) showed an acceptable fit for the theoretical model ($\chi^2/df=1.59$, $p<.000$, $GFI=.92$, $CFI=.94$, $RMSEA=.05$). The results demonstrated that socioeconomic status ($\beta=.17$, $p<.05$), immigration decision ($\beta=.17$, $p<.05$), psychological resilience ($\beta=.22$, $p<.005$), social support ($\beta =.35$, $p<.005$) and psychological functioning of the family ($\beta=.15$, $p<.05$) directly predicted psychological functioning of migrant women. Moreover, women's education level ($\beta=.07$, $p<.05$) and psychological resilience ($\beta=.02$, $p<.05$) contributed to psychological adaptation through psychological functioning of the family indirectly. Additionally, women's socioeconomic status ($\beta=.10$, $p<.005$) and psychological resilience ($\beta=.10$, $p<.005$) also contributed to the psychological adaptation through social support indirectly. Findings indicate that personal factors do enhance psychological adaptation of migrant women through contextual pathways. Interventions that facilitate protective factors within family and the neighborhood may support positive adaptation of migrant women.

THE RELATIONSHIP BETWEEN VIOLENCE EXPERIENCE BEFORE THE AGE OF 18 YEARS AND PHYSICAL VIOLENCE RECIDIVISM

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Determining the causes of the crime is important for both rehabilitation and preventive/protective studies. Individuals who reported being violated by their parents during childhood were more likely to commit violent crime than others (Fowler, Cantos, & Miller, 2016). In this study, the relationship between physical and verbal violence exposure before age of 18 years and physical violent crime (wounding or murder) recidivism were examined. The study sample consisted of 228 convicts (age mean=36.74, SD=9,85) who were sentenced to wounding or murder in the open and closed prisons in 4 different cities (Turkey). A self-report form was used to investigate various personal information and exposure to physical and verbal violence before the age of 18 years. The chi-square test was applied to test the relationship between the pre-18 years old violence history and the situation of repetitive punishment for the physical violence

act. A significant relationship was found between exposure and/or witness to physical and/or verbal violence from a familiar and/or stranger person and a repetitive punishment for the physical violence. Having experienced any of these conditions increases the likelihood of an individual being punished more than 2.26 for physical violence. Especially witnessing a physical violence before the age of 18 increases the likelihood of physical violence recidivism more than 4.76 times. When the findings are evaluated, it is expected that prevention of physical and/or verbal violence in childhood will prevent the crime of physical violence; In addition, psychological treatment of individuals convicted of physical violence for those who have experienced such experience before the age of 18 years is thought to reduce the repetition of the crime.

THE DARK SIDE OF SUBJECTIVE WELL-BEING

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Although emotion regulation is one of the areas of high interest within psychology, there remains considerable uncertainty as to what is behind this process, i.e., which constructs can account for it. In light of the scarce research on the relationship between the dark personality features and emotion regulation, this study examined the influence of narcissism, machiavellianism, and psychopathy on emotion regulation strategies of reappraisal and suppression. Moreover, as the

defining feature of emotion regulation is the activation of a goal to influence the emotion trajectory, the behavioral activation and inhibition systems were considered as potential mediators of such relationship. 471 university students (Mage = 23.24; 58.2% males) filled out the Dark Triad Questionnaire, the BIS/BAS scales, and the Emotion Regulation Questionnaire. Results from structural equation modeling showed that cognitive reappraisal was indirectly affected by

machiavellianism via the activation system and by narcissism via the two behavioral systems, whereas expressive suppression was indirectly affected by psychopathy via the inhibition

system. These findings confirmed the expected relationships, thus supporting the emotional correlates of each dark personality trait.

DIFFERENCES BETWEEN MEN AND WOMEN IN ROMANTIC RELATIONSHIPS ACCORDING TO ACTUAL CAPABILITIES OF POSITIVE PSYCHOTHERAPY

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The aim of this study is to examine the differences between men and women in romantic relationships in the context of primary and secondary abilities of Positive Psychotherapy. The other aims of this study investigate meeting with partner, definition of relationship, topics they chat with, activities they enjoy doing together, time allocation, physical attractiveness, sexuality, doing separate activities and alternative relational reaction.

Research was conducted quantitative research method relational screening model. In the research, were used to "Primary and Secondary Abilities in the Romantic Relationships Questionnaire Form" created by researchers and "Personal Information Form" to obtain demographic data using online questionnaire. The sampling consists of 330 people, aged 18 and over, 197 women ,133 men.

Participants defined their relationships with their partner, 20% trust / 13.9% love/ passion, 7.9%

excellent / extraordinary, 7.9% compliance / complementarity, and 6.7% love. Women commitment (34%) and passion (33%); while males passion (39.8%) and commitment (36.1%) specified what they needed to have in their romantic relationships. 22.8% of the women and 30.8% of the men stated that they did not welcome the separate activity of the partner. The findings on to what extend important for participants to value equally their primary and secondary capabilities in romantic relationships are evaluated according to gender. Females significantly care more than males about having similarities with their partners in primary capabilities: love and patience, and in secondary capabilities: cleanliness and sincerity.

It is thought that the other findings of the study on female-male differences will shed light on the differences in the possible perspectives, attitudes and experiences in romantic relationships.

PROFILES OF TYPICAL COPING STRATEGIES IN FEMALE DOG TRAINERS AND VETS

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Even though until today research in the field of human-animal-interactions (HAI) shows a high prevalence of studies addressing animal-assisted-interventions (AAI) (Ng et al., 2018) it is highly relevant especially in the field of psychology to focus on the inner experience and behavior of professionals, working in the field of HAI and acting as an interface between humans and animals. For example in view of dog trainers and veterinarians it is noteworthy that although their occupation concentrates on the support and the communication with the handler essential skills are hardly taught in their training (eg Kleen & Rehage, 2008). Based on the hypothesis that these professions are confronted with various stressors in their professional activity because they have to handle the animal and the human side, as well as females are more prone to somatic stress reactions (eg Matud, 2004) the goal of the presented study was to identify a profile of typical coping strategies of female dog trainers and veterinarians. Using a cross-sectional design an online study was conducted to survey 316 female dog trainers and veterinarians including a self-report test battery to measure twenty different coping styles (SVF-

120 Stressverarbeitungsfragebogen (Erdmann & Janke, 2008). Statistical analysis included t-test and cohans d as concurrent effect size measure. Regarding to the subscale NEG, which summarizes all negative coping strategies (eg aggression) dog trainers and veterinarians show significantly more negative coping strategies when compared to the general population ($t(319)=19.469, p<.001, d=1.19$). Additionally, also in comparison with a control group these professionals tend to ruminate ($t(342)=15.290, p<.001, d=.84$), encapsulate socially ($t(341)=11.998, p<.001, d=.67$), resignate ($t(343)=10.504, p<.001, d=.58$) and even take medication ($t(337)=19.366, p<.001, d=1.07$) when they are confronted with stressful situations. Professionals in the field of HAI have rarely been researched in the past although they play an important role for the safety in HAI and for the public health system. The results show that these female professions use a lot of negative coping strategies, which obviously can cause several health problems (eg use of medication as coping strategy). Therefore it seems to be substantial to give them the opportunity to improve these skills within their education and training.

PROVIDING VULNERABLE WITNESSES WITH A VOICE: THE USE OF REGISTERED INTERMEDIARIES IN UK

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In England and Wales, the Youth Justice and Criminal Evidence Act (1999) introduced a range of Special Measures to assist vulnerable witnesses whilst giving testimony. One of these was the use of Registered Intermediaries (RIs), experts who facilitate a two-way communication between the vulnerable witness and the practitioners of the Criminal Justice System (CJS). As the RI scheme was introduced nationally only in 2008, there is little knowledge on the operation of this scheme, or the characteristics and motivations of people who elect to become intermediaries. To explore the experiences of RIs of working with the CJS and adult vulnerable witnesses, semi-structured interviews were conducted with 12 RIs. Interpretative Phenomenological Analysis (IPA) revealed that while they are being gradually accepted by the CJS, they face several

challenges such as lack of awareness about their role among the police and legal professionals. However, their biggest contribution has been in making a difference and giving the vulnerable witnesses a voice. This study makes a significant contribution to knowledge as it one of the first empirical pieces of work that has explored the experiences of RIs, while providing recommendations for future research and practice, such as training police on the role of RIs. The RI scheme is an important step in the inclusion of vulnerable people into the society and providing them with an opportunity to access justice. It also illustrates the importance of involving experts from the fields of psychology and speech and language therapy in developing a system that adapts to the needs of vulnerable people.

UNDERSTANDING THE 'FITRAH' OF HUMAN BEING FROM THE QUR'AN AND THE NEW SCIENCE OF PSYCHOLOGY

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'Fitrah' is a term in Arabic that has the meaning as the origin, the true nature, and also the purpose of human existence. The knowledge of 'fitrah' is the foundation of all human affairs. The World Social Science Report 2010 by UNESCO concluded that the fundamental problem of social science today is the absent of "generally accepted model of humanity". This study explains how the new science of psychology found the proof of human 'fitrah' that is in accordance with the message from the Qur'an. The method used in this study is meta-ethnography. The study conducted by deep understanding on the existing reports and theories to find the themes emerge from the theses. There are three themes that emerges as a results of a meta-ethnographical study on the

works of Riyono (2012), Barlette (2016), Brown (2015), and Yuniardi (2018). These three themes are freedom-responsibility, uncertainty, and vulnerability. Human freedom is found to be supported not only philosophically, but also by the study of the brain activity. Uncertainty is found to be the reality of life that denying it will be the beginning of all psychological problems. Vulnerability is found to be the key to happiness. The three themes found in this study create a foundation to build the new science of psychology that integrate knowledge from various sources including holy book, fenomenological science, positivism science and neuro-science. This study propose a new hope in the field of psychology in order to become a comprehensive human science.

EXPERIMENTAL STUDY OF INTERACTION BETWEEN HUMAN AND ROBOT: CONTRIBUTION OF ORIENTED GESTURES IN COMMUNICATION

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We develop a computer implementation of a cognitive architecture to simulate emotions, text comprehension and natural communication. We design F-2 robot as sample robot companion to support communication with a human, while operated by the suggested architecture. The architecture is based on the concept of proto-specialists [1] and CogAff model [2]. It consists of (a) linguistic processor (parser), (b) model of scripts for the simulation of emotions and natural language inferences and (c) robot software manager, executing behavioral scripts in BML format [3] on F-2 robot [4]. An important part of our work is the study of human communicative behavior in the situations of natural emotional interaction in REC – Russian Emotional Corpus. We select behavioral patterns – emotional facial expressions, head movements and gestures – and transfer them to the robot. In the experimental studies on robot-to-human interaction we evaluate the contribution of these movements to the positive impression of the robot on a human. Our report describes new experimental studies on the effect of oriented (pointing) gestures on the attractiveness of the

robot to the user. In an experimental setup robot can detect user's location and the position of his eyes. Further, in a dialogue the robot can direct its gaze sidewise, use random gestures (condition 1) or direct its gaze at the human, executing oriented gestures (condition 2). Experimental study involved 21 participants (7 female, 14 male), at mean age 33.1. According to the results of the experiment the participants significantly ($p = 0.04$) more often prefer a robot that looks at the user (condition 2). However, such estimates are implicit, because respondents do not always consciously note the difference between the two experimental conditions.

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ONLINE GAMES AS A MEANS OF SOCIAL CONTACT: AN INVESTIGATION OF STUDIES IN TERMS OF INTERGROUP OUTCOMES

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This study aimed to interpret how useful online games, in general, as a means to draw successful results from social contact. Social contact (Allport, 1954) through the internet has been told to yield more successful results due to several mechanisms it has, to overcome obstacles that might be encountered in an offline setting (Hamburger & McKenna, 2006). The internet has been told to have several advantages for social contacts, such as affordability, accessibility, suitability, flexibility, repeatability, easily manipulating group saliency, etc. Online games are one internet means through which social contact between members of different social groups can occur. Online games could be even more advantageous, in that playing is a desired positive experience, participation (i.e., playing online games) is very voluntarily, and the likelihood of going back for fun is high (i.e., playing regularly or repeatedly). Moreover, online games usually have a social nature which requires players to cooperate to reach game objectives or goals. Players can communicate outside of games as well through several platforms which would extend their contact. Several studies examined upon a literature review

revealed positive outcomes regarding improving intergroup attitudes. For instance, playing cooperatively with a real-life outgroup member (for example, in shooter games) can reduce bias against them (e. g. Adachi, Hodson, Willoughby & Zanette, 2015). It also increases helping behavior and reduces aggression (e.g., Velez, Mahood, Ewoldsen & Mayor-Guse, 2014). Further, players can learn about the lives of and empathize with real-life outgroup members, through simulated characters (e.g., Bachen, Hernandez-Ramos, Raphael & Waldron, 2016). Finally, players identify with other players sharing this common interest, i.e., their game community (e.g., Guegan, Moliner & Buisine, 2015; Kim, Lee & Kang, 2012; Van Looy, Courtois, De Vocht & De Marez, 2012). Overall, it was concluded that online games are a favorable means of social contact and a natural lab to study it. However, it is needed to pay attention to what predicts positive results of social contact and if the impact is sustained and transferred. Findings will be discussed based upon social contact hypothesis, social identity approach, and relevant computer-mediated communication theories.

INVESTIGATING THE ROLE OF VIRTUAL REALITY AS AN ANXIETY AND DISGUST PROVOKING TOOL IN CONTAMINATION SENSITIVITY

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Virtual reality (VR) is a computer-generated simulation in which the user can interact with a lifelike environment in seemingly realistic means. VR-based exposure has so far been effectively utilized in the treatment of anxiety disorders, post-traumatic stress disorders and eating disorders. While VR technology in the evaluation and treatment of obsessive compulsive disorders (OCD) has a recent history of use, there has been studies that provide promising results on the effectiveness of VR in OCD treatment. The present study aimed to investigate whether VR scenarios developed for contamination concerns evoke anxiety, disgust and a need for hand washing in high and low contamination sensitivity groups. Based on Belloch et al. (2014)'s study, four different virtual scenarios, comprising of 12 tasks in total, have been developed. The scenarios take place in a home kitchen setting where the overall dirtiness is increased gradually throughout the scenarios. VR tasks were administered to high (N=33, M=28.28, SD=3.53) and low contamination sensitivity groups (N=33, M=2.88, SD=1.36). Before and

after VR tasks, participants completed State-Trait Anxiety Inventory, The Disgust Scale-Revised, The Immersive Tendency Questionnaire and Presence Questionnaire; and during VR tasks participants rated their anxiety, disgust and need for hand washing between 0-100 points after they completed each task. Results revealed that high sensitivity group had higher anxiety, disgust and need for hand washing in the virtual environment than did low sensitivity group. A series of two-way mixed ANOVA revealed that the levels of anxiety, disgust and the need for hand washing of the high sensitivity group increased systematically as the level of triggering the sense of contamination of the tasks in the virtual environment increased. These results suggest that VR technology provides a realistic environment which can provoke anxiety and disgust sensations in people with high contamination sensitivity. As a result, applications based on virtual reality are thought to be a powerful anxiety-provoking and exposure tool in the treatment of OCD.

THE RELATIONSHIP BETWEEN SENSE OF HUMOR AND COGNITIVE STYLES AMONG UNIVERSITY STUDENTS

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Sense of humor is individuals' tendency to appreciate, produce, and use humor in a variety of situations. Humor perception and generation involves a set of underlying cognitive processes such as working memory, verbal and visual reasoning, cognitive flexibility, and cognitive styles. Cognitive style refers to the preferred way individuals think, perceive, and process information. For example, individuals with knowing cognitive style prefer objectivity, logic, and precision, whereas those with planning style emphasize structure, control, and routines and, on the other hand, subjectivity, impulsivity, and openness are favored in creating cognitive style. This correlational study explored the relationship between sense of humor and cognitive style among Turkish university students. A group of 224 students (63% female) at a foundation university in İstanbul who had a mean age of 22.66 (SD=5.96) had completed demographic questions and two self-report measures. Sense of humor was measured through Multidimensional Sense of Humor Scale (MSHS), which is a 24-item five-point Likert scale that has a total score as well as four subscales for humor production and social uses of humor, coping or

adaptive humor, appreciation of humor, and attitudes toward humor. Cognitive style was measured via Cognitive Style Indicator (CoSI), which is an 18-item five-point Likert scale with three subscales of knowing, planning, and creating. Correlation analyses showed that participants' age was not related to sense of humor but slightly correlated with the creating cognitive style ($r=.15$, $p<.05$, $n=204$). There was no gender difference in MSHS scores, but females had slightly higher scores in planning cognitive style ($M=28.8$, $SD=4.25$) than males [$M=27.5$, $SD=4.38$; $t(202)=1.97$, $p<.05$]. A multiple linear regression to predict MSHS total score based on three CoSI scores yielded a significant equation [$F(3, 213)=9.08$, $p<.001$, $R^2=.11$] where the creating style was the only significant predictor ($B=1.13$, $t=4.84$, $p<.001$). Results show that the university students with higher levels of creating cognitive style also have higher levels of sense of humor. These results add support to earlier findings on the relationship between humor and creativity and offer new questions for future studies on cognitive processes and individual differences.

URBAN IDENTITY, CONTACT WITH NATURE AND WELL-BEING

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Studies have shown that individuals' relations with their own living environment (e.g., Junot, Paquet, & Fenouillet, 2017) and their contact with natural places (e.g., Herzog, Chen, & Primeau, 2002) can improve well-being. In this study, it was aimed to test the associations between urban identity, contact with nature and well-being in a city located in the western part of Turkey. It was assumed that the stronger individuals' identity derived from the city they live in, the better well-being they should report. Moreover, levels of their contact with nature should be associated with a better well-being as well. The study consisted of 213 Turkish participants (Female = 130; Male = 83). Participants' age ranged from 17 to 73 years ($M = 39.70$; $SD = 12.33$). The participants were asked to complete the scales of Urban Identity (Lalli, 1992), The Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988), Life Satisfaction (Diener, Emmons, Larsen, & Griffin, 1985), and Contact with Nature (Herzog et al., 2002). For the Urban Identity Scale, the PCA identified three eigenvalue

> 1.0 ($\lambda = 11.01$; $\lambda = 2.19$; $\lambda = 1.24$). The three-factor solution (external evaluation, commitment and attachment) explained 72.18% of the variance. MANOVA results showed that age had effect on external evaluation and attachment, Wilks' $\Lambda = .92$, $F(6, 414) = 2.72$, $p = .013$, $\eta^2 = .04$. The highest scores were obtained by the participants over 45 years. In order to clarify the associations between variables multiple regression analyses were run. Each dimension of well-being were regressed on contact with nature and the subscales of urban identity by controlling sociodemographics. Results indicated that whereas economic status ($\beta = .38$, $p < .001$) and commitment ($\beta = .26$, $p < .05$) explained 19% of the variance in life satisfaction, contact with nature ($\beta = .28$, $p < .001$) was a unique predictor of positive affect by explaining 12% of the variance. Overall, the pattern of results is consistent with the literature suggesting that physical environment is a key issue for human well-being.

INDEPENDENCE AS A FACTOR OF PERSONAL AND CIVIL IDENTITY DEVELOPMENT

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Modern psychological researchers encounter the problem what personal characteristics help adolescents to adapt to the social environment and cope with life difficulties. Modern psychology presents the concept of personal potential as an integral characteristic of personal maturity level. The main phenomenon of personal maturity and the form of manifestation of personal potential is the phenomenon of self-determination of personality with the opportunity to experience personal emotions in the process of personal development on a life path (Chiksentmikhai M., 2011).

A teenager's readiness for independent living cannot be viewed outside the family, peer environment, or an analysis of the adolescent's development situation (OA Karabanova, 2018). The ability to change the environment and personality is based on a personal system of values. The way of own activity representation is associated with responsibility of consequences of the choice (Grigorovich L.A., Popova O.S., 2018). In our study we discuss the correlation of characteristics of the social situation of development, vitality, emotional experience and independence of adolescents. We used the Theory of life position of the personality (Leontiev D.A., 1993, 2019) and the Differential

questionnaire of experience of loneliness (Leontiev D.A., Osin E.N., 2013).

The study involved 404 people from 13 to 18. The respondents were students of the Boarding School located in Moscow. Teenagers arrived for training from isolated areas of Russia.

The aim of the research is to define whether teenage girls are ready to live independently according to the education environment.

The study has revealed the tendencies defining the connection of the relationship of personal development and individual style of socialization in adolescence with such aspects of social space as "autonomy - dependence" and "activity - passivity". The main trends of the formation of readiness for independent life and their connection with age and individual characteristics, development tasks and the influence of macro- and micro-social space factors have been demonstrated.

It is revealed that an important indicator of successful socialization (along with social norms and values assimilation) is a positive emotional attitude to these norms, especially of a particular group with which a teenager identifies himself, and has a strong position in society.

THE RELATIONSHIP BETWEEN WELL-BEING, STRESS, AND POSITIVE EXPERIENCES IN MOTHERS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Parents raising children with developmental disabilities face great challenges which can result in increased levels of stress, yet the positive outcomes of parenting a child with disabilities cannot be ignored. In the context of developing adequate family-centered supports and services, well-being in parents caring for children with disabilities has become an area of increasing research interest. Moreover, the identification of factors that influence parental well-being has received special attention. The main purpose of this study was to examine the relationship between parental stress, positive experiences of raising a child with disability, and spiritual well-being in mothers having children with a diagnosis of Autism Spectrum Disorder (ASD) or Intellectual Disability (ID). The potential predictive role of parental stress and positive experiences in the overall level of spiritual well-being was examined. A total of sixty-nine mothers (mean age 45.52 years) of 37 children with ASD and 32 children with ID (mean age 13.2 years) participated in the study. All mothers completed a demographic

information form and three questionnaires, the "Spiritual Well-being Scale", the "Parental Stress Scale", and the "Positive Gain Scale". According to the results of hierarchical regression analysis, maternal positive experiences significantly contributed to the prediction of the overall level of spiritual well-being in the total group of mothers. Specifically, lower scores on the positive gain scale (which indicate greater levels of positive experiences) predicted higher spiritual well-being. The diagnostic group also predicted maternal well-being. Mothers of children with ID reported higher levels of well-being than did mothers of children with ASD. Finally, the interaction between maternal stress and positive experiences did not contribute to the prediction of spiritual well-being. The results are discussed in relation to the development of meaningful evidence-based strategies for supporting families of children with disabilities by taking into account the complex and potentially dynamic role of child- and parent-related strengths and challenges.

ZERO SUICIDE: THE DOGGED PURSUIT OF PERFECTION IN HEALTH CARE

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The concept of zero in quality improvement has been around for more than 50 years, with James Halpin introducing the zero defects movement in 1966. By 1976, the concept of "target zero" had moved to reducing accidents in Japan. In the 1980s, Dr Don Berwick and the Institute for Healthcare Improvement reached out to NASA for a dialogue about applying quality improvement to health care, ie, one small step for quality and one giant leap for health care safety. More recently, "Innovating to Zero" has been called one of the 10 megatrends for innovation. Health care in the United States has focused on quality improvement since the 1960s, but it has only introduced the concepts of high-reliability science in the past 20 years. High-reliability organizations aggressively pursue perfection, an approach, for example, that has driven commercial aviation in the US to achieve remarkable levels of safety in air travel. This approach is characterized by a deference to front-line expertise, a preoccupation with learning about failures and "near misses" and a relentless focus on the target of zero defects. The Henry

Ford Health System (HFHS) in Detroit was the first to apply these concepts in behavioral health care, focusing on the relentless assessment of suicidality across their continuum of psychiatric care. The result was an audacious goal to achieve zero suicides in their mental health programs. The effort was labelled "perfect depression care." In a 2015 National Public Radio story, the author wrote: "The story of the health system's success is a story of persistence, confidence, hope, and a strict adherence to a very specific approach." In 2011, the National Action Alliance for Suicide Prevention in the United States published "Suicide Care in Systems Framework," and organizations around the world began to adopt and implement the Henry Ford Health System Zero Suicide in Healthcare model, including in Australia, Canada, the Netherlands, New Zealand and the United Kingdom. In 2015, leaders from 13 countries crafted "Zero Suicide: An International Declaration for Better Healthcare." In 2018, more than 90 healthcare organizations in the UK forged the Zero Suicide Alliance.

NEUROCOGNITIVE ABILITIES IN PREMATURE CHILDREN AT 14 MONTHS OF AGE

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It is known that premature children have a risk for neurodevelopmental disorders [Anderson & Doyle, 2008]. There is not enough data about the impact of prematurity on neurocognitive development in young children. We have shown that prematurity has negative effect on cognitive scale, receptive language and gross motor from the Bayley Scales (3rd Edition) in infants at 5 months of age (Kiselev et al, 2017). The aim of this study was to study the neurocognitive abilities in premature children at 14 months of age. The participants were 23 premature infants at 14 months of corrected age and 23 age-matched healthy full-term infants. The gestational age of preterm infants was between 29 and 35 weeks. The Bayley Scales (3rd Edition) were used to evaluate the neurocognitive abilities using 5 scales (cognitive scale, gross and fine motor, receptive and expressive language). One-way ANOVA was used to reveal group differences in performing tasks from the Bayley Scales. We

have revealed the significant differences ($p < .05$) between groups only in expressive language. Premature children performed significantly ($p \leq 0,05$) more poorly than the full-term infants on this scale. However, we did not find group differences in gross and fine motor, cognitive scale and receptive language. It can be assumed that prematurity has a specific negative effect on neurocognitive abilities of children in different stage of development. Particularly, the prematurity has a more negative effect on neurocognitive abilities at 5 months of age in comparison to 14 months of age. We are going to study neurocognitive abilities in premature children in the framework of longitudinal approach to reveal effect of prematurity on neurocognitive development of children at 24 and 36 months of age. This work was supported by grant Russian Science Foundation № 16-18-10371.

UNDERSTANDING THE TRANSITION BETWEEN SUICIDAL THOUGHTS AND SUICIDAL ATTEMPTS

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Suicide and self-harm are major public health concerns with complex aetiologies which encompass a multifaceted array of risk and protective factors. There is growing recognition that we need to move beyond psychiatric categories to further our understanding of the pathways to both. Although there have been many advances in our understanding of suicide risk, our ability to predict suicidal behaviour remains no better than chance. New approaches to predicting suicidal behaviour focus on distinguishing between those who think about suicide and those who attempt suicide. Although a comprehensive understanding of these determinants of suicidality requires an appreciation of biological, psychological and social perspectives, the focus in this presentation is primarily on the psychological determinants of self-harm and suicide. The Integrated Motivational–Volitional (IMV) Model of Suicidal Behaviour (O'Connor, 2011; O'Connor & Kirtley, 2018) provides a framework in which to understand suicide and self-harm. This tripartite model maps the relationship between

background factors and trigger events, and the development of suicidal ideation/intent through to suicidal behaviour. We propose that defeat and entrapment drive the emergence of suicidal ideation and that a group of factors, entitled volitional moderators, govern the transition from suicidal ideation to suicidal behaviour. According to the IMV model, volitional moderators include access to the means of suicide, exposure to suicidal behaviour, capability for suicide (fearlessness about death and increased physical pain tolerance), planning, impulsivity, mental imagery and past suicidal behaviour. I will present a selection of empirical studies derived from the IMV model to illustrate how psychological factors increase suicide risk and what can be done to ameliorate such risk. The IMV model identifies 8 key pillars that govern the transition from suicidal thoughts to suicide attempts. Clinical interventions need to target the volitional phase factors to reduce the likelihood that suicidal thoughts are acted upon. The implications for the prevention of self-harm and suicide will also be discussed.

COMPARISON OF METACOGNITIVE BELIEFS IN PATIENTS DIAGNOSED WITH ANXIETY DISORDER AND NON-CLINICAL SAMPLE

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The point at which the metacognitive approach differentiates from the cognitive approach is that it's not only focusing on the content of thought, but also focusing on how one thinks and controls his/her thought. Because, according to the most fundamental hypothesis of this approach, what causes the occurrence and continuation of Anxiety Disorders are the ways in which one's thoughts or beliefs about the negative thoughts passing through the mind of the person are applied to deal with these thoughts (Wells, 2009). The aim of the study was to determine whether patients diagnosed with Anxiety Disorders differed from healthy subjects in terms of metacognitions. Therefore, patients with anxiety disorders who commonly had worry and obsession were compared with control group in terms of metacognitive beliefs. Patient Group Diagnosed with Anxiety Disorder (Obsessive Compulsive Disorder, Panic Disorder, Generalized Anxiety Disorder) (n=86) and a Control Group (n=88) were included in this study. Demographic Form, Metacognitions Questionnaire-30 (MCQ-30; Wells & Cartwright-Hatton, 2004), A Brief Measure of Worry Severity (Gladstone et al., 2005), Padua Inventory of Obsessive Compulsive Symptoms (Burns, Keortge, Formea &

Sternberger, 1996) were the materials used in this study. Analysis of variance results showed that total scores and all dimensions of metacognitions of patients with Anxiety Disorders were clinically significant and higher than control group's scores. In this study, it was found that patients with anxiety disorders had more negative and positive beliefs about anxiety, more need to control their thoughts, more cognitive self-consciousness and cognitive confidence. The results of the analysis confirmed the fundamental hypothesis of Wells' theory. According to the metacognitive model of psychological disorders, the occurrence of anxiety and obsessive thoughts is closely related to the activation of a special poisoning thinking style, called Cognitive Attentional Syndrome (CAS). CAS is triggered by metacognitive beliefs and thoughts (Wells, 2000;2009). It has been suggested that patients with anxiety disorders have metacognitive beliefs (e.g. positive and negative beliefs about worry) (Wells, 2009). These results are supported with earlier literature (Cartwright-Hatton &Wells, 1997; Cucchi et al., 2012; Sica, Steketee, Ghisi, Chiri & Franceschini, 2007; Pazvatoğlu ve ark., 2013).

THE CONGRUENCE BETWEEN SIBLING RELATIONSHIP AND PARENT-CHILD RELATIONSHIP: A FAMILY SYSTEM MODELLING

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According to Family System Theory, the family is a complex system composing of different interdependent subsystems such as sibling, and parent-child subsystems; and, there is a mutual relationship among these subsystems. Available research exploring the relation between parenting and sibling relationship quality suggests that parenting practices are related to sibling relationship quality. Congruence hypothesis suggests a positive relationship or spillover between the quality of parent-child relationship and sibling relationship. Overall, findings imply that both positive and negative practices of parents spill over into sibling relationship. The aim of the current study was to investigate whether parenting practices in terms of warmth and discipline reflect on sibling relationship quality. We examined the influences of parenting on children's relationships with their siblings in a socioeconomically diverse sample of 122 families. The mean age of children is 6.55 (SD=1.43, 70 girls and 52 boys). The mean age of their siblings is 8.52 (SD=2.96, 61 girls and 60 boys). Mothers completed questionnaires about

relationships with their children, and children were interviewed using the Berkeley Puppet Interview, in order to gain their perceptions about the positive and negative aspects of their relationships. According to the hierarchical regression analyses, if the child perceived warmth from his/her mother and father, s/he builds a more positive relationship with his/her sibling. Similar effects were also found when the relationships were perceived negatively. When the mothers' reports were analyzed, similar findings were observed. One interesting finding is that, even after controlling perceived mothers' warmth, perceived fathers' warmth significantly predict positive sibling relationship, suggesting the importance of the roles of the fathers. The current study adds to the literature by supporting the congruence hypothesis. The findings highlight the importance of exploring family relationships in the operation of family systems. The findings also show that the quality of the father-child relationship also plays a key role in child development. Limitations and future directions will also be considered.

EXTRAPOLATION OF MISSING INFORMATION IN FACE IMAGES

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Boundary extension (BE) a common memory error that involves extrapolation of missing visual information just beyond the edges of a view. The limited view of a scene may activate a perceptual representation of the expected layout beyond the visible boundaries. This subsequently manifests as a false memory error, in which people confidently remember seeing a wider-angle view of the scene than was viewed. The present research explored boundary extension in upright or inverted images. During the encoding, participants observed photographs of faces, cropped either in a forehead or in a chin area. Subsequently, they performed face recognition through a forced choice selection. The recognition options represented different degrees of boundary extension and boundary restriction errors. Eye-tracking and performance data were collected. The present work demonstrated BE in cropped upright and inverted faces. Moreover, it

revealed the asymmetry of BE at different sides of an image. More pronounced BE errors were observed for forehead-cropped than for chin-cropped upright faces. In contrast, BE errors were more pronounced for chin-cropped than for forehead-cropped inverted faces. Thus, BE was greater for images cropped in the upper part than for those cropped in the lower part, independent of whether the face was inverted or normally oriented. The examination of oculomotor behaviour during the encoding showed that for both, upright and inverted, faces, a greater attention was paid to the upper part of the face. While both 'eyes' and 'mouth' were the most salient regions, for the upright faces, 'eyes' attracted more attention than 'mouth'; however, for the inverted faces, 'mouth' attracted more attention than 'eyes'. These results suggest that BE could be affected by attention.

FROM THE NORTH CAUCASUS TO MOSCOW: MULTIPLE IDENTITIES, ACCULTURATION, AND ADJUSTMENT OF INGUSH MIGRANTS IN MOSCOW. A NETWORK ANALYSIS

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The number of migrants from North Caucasus in Moscow has risen steadily, while the intercultural relations between migrants from the North Caucasus and the host population of Moscow are rather complex (Zayonchkovskaya et al., 2014). Since Ingush, as all of the migrants from North Caucasus, have a high cultural distance to the Russian host population of Moscow. The difference in traditions, values, and religion is a serious challenge for their mutual adaptation (van Osch, Breugelmans, 2012). Studies point here to the importance of investigating the structure as well as consequences of migrants' multiple identities (Martiny et al., 2017). In our study, we focused on multiple identities, acculturation, and adjustment of the Ingush who moved to live in Moscow from the Republic of Ingushetia. We explored the relationship between five different identities: ethnic identity (i.e., Ingush identity), national identity (i.e., Russian citizen identity), religious identity (i.e., Muslim identity), ethnolinguistic identity (i.e., Vainakh identity), and regional identity (i.e., Caucasian identity). The Ingush-origin migrants in Moscow (N = 201, men = 50%; age: M = 23.0, SD = 4.8) completed the questionnaire with measures of the multiple

identities, acculturation strategies, and psychological and sociocultural adaptation. Network analysis was used to determine the structure of the Ingush's multiple identities. Path analysis was used for testing the specific predictions. Ethnolinguistic (Vainakh) identity, which is closely related to ethnic (Ingush), regional (Caucasian), and religious (Muslim) identities, was a central node in the network structure of the multiple identities of the Ingush living in Moscow. National (Russian) identity was not directly associated with Vainakh identity. Regional (Caucasian) identity was a bridge between Vainakh and national (Russian) identities. Integration, which is closely related to separation, was a central node in the network structure of the acculturation orientations. The results of path analysis showed that Vainakh and Russian identity positively related to integration, which in turn is positively associated with life satisfaction. It was also found that ethnic Ingush identity is positively associated with a separation and self-esteem, but negatively associated with assimilation. Results are discussed in terms of the role that identity construction plays in the integration of migrants into host societies.

PREDICTING FAKING IN PERSONALITY ASSESSMENT FOR PERSONNEL SELECTION PURPOSES

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Although, personality inventories in personnel selection is used widely, their susceptibility to faking is still considered an important issue. Social desirability scales (SDS) are the most widely used method to prevent faking in personality assessment but their utility has been questioned in the literature. To evaluate predictive validity of SDSs in discriminating honest responding and faking and to compare their performance with one of the recently developed machine learning methods (i.e., random forests; RF) an experiment was conducted using a computer program. Participants (N = 182) completed a SDS and then the BFI-2 twice (i.e., Condition 1 [C1] and Condition 2 [C2]). In C1 participants were instructed to respond as honestly as possible, and in C2 they were instructed to distort their responses to appear as positive as possible for a sales job. The order of the conditions was randomized. Between conditions, participants completed the Raven's Advanced Progressive Matrices as a distractor task. To evaluate how good SDS in discriminating between the conditions, logistic regression (LR) models using

SDS score as the predictor were used. To achieve this, 2000 bootstrap samples were created from the original data and using each of the bootstrap samples a LR model was estimated. In each iteration of the bootstrap sample creation process, on average, approximately .368 of the original data which are called out-of-bag were not selected and used as a test sample to evaluate the performance of the fitted LR model. As classification performance measures, each LR model's classification accuracy (CA), area under the curve (AUC), positive predictive value (PPV), and negative predictive value (NPV) were averaged on the test samples. Similarly, RF models using the BFI-2 items as predictors were created on bootstrap samples and their performance were tested on the OOB data. Averaged bootstrap results showed that using SDS scores LR had 70.5% CA, 77% AUC, 71% PPV, and 70% NPV. Average of the bootstrapped RF results showed that RF had 72.4% CA, 74.5% AUC, 76.5% PPV, and 69.6% NPV. These results indicate that the information already in the personality inventories can be used to detect faking in personnel selection contexts.

STIGMA TOWARD PEOPLE WITH MENTAL ILLNESS

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Mental illness is a serious issue in Indonesia, including in East Java, a province in the Java Island. According to the national survey or Riset Kesehatan Dasar, the prevalence of severe mental illnesses such as schizophrenia and other psychotic disorders in East Java is 2.2 per mil. People with mental illness had experience discrimination from those around them. This research conducted a survey study on 1,269 respondents in East Java. The instruments used

were Mental Health Knowledge Schedule (MAKS), and a sociodemographic questionnaire. This research found significant score differences in level of stigma toward people with mental illness based on contact experience ($t=-4.271$, $P<0.01$) and history of mental disorder within family ($t=-2.919$, $P<0.01$). Familiarity with mental illness was found to have notable contribution to the shaping of attitude toward mental health patients.

SUBJECTIVE ASSESSMENT OF RISK AND WALKING FREQUENCY AS A PEDESTRIAN IN NORWAY

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The aim of this study was to examine risk perception and worry, being involved in an accident, harassment, theft or terror, as a pedestrian, and to examine the association between worry and walking frequency during night-time and daytime. Active travel modes like walking and cycling are more pro-environmental than motorised travel modes. Hence, the Norwegian transport policy and the Norwegian authorities give high priority to increase the number of active travellers. Pedestrians' perceived risk and worry are important for transport planners and in the work of increasing the number of active travellers. The study was based on a telephone questionnaire survey carried out among a representative sample (n = 2000) of the Norwegian population aged 15 years or older. The data collection was carried out distributed in collaboration with The Norwegian Public Roads Administration during spring 2017. The response rate was 27%. The respondents were asked to evaluate their perception of risk, risk tolerance, risk protection, their previous accident and assault experiences, worry being a pedestrian and walking

frequency during night-time and daytime. In addition, the study contained questions about age, gender and level of education. The results showed differences in how people perceive the risk and how worried they are being exposed to different hazards (accident, harassment, theft and terror) as a pedestrian during night- and daytime. As expected, pedestrians perceived the risk to be higher and were more worried being exposed to hazards during night-time compared with daytime. SEM showed that risk perception was a significant predictor variable of worry during both night-time and daytime. Additionally, worry was found to influence pedestrian behaviour. Worry was moderately associated with walking frequency during night-time, and how often individuals walk alone outside during night-time. These associations was stronger for people without access to a private car. There were not found to be an association between worry and walking frequency during daytime. The importance of risk perception, risk protection, risk tolerance and previous experiences for worry being a pedestrian will be discussed.

INDIRECT EFFECTS IN A MULTIPLE MEDIATOR MODELS OF SOCIAL SUPPORT, FEAR OF MISSING OUT AND EXPERIENCING NEGATIVE FEELINGS

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Fear of missing out (FoMO) is a form of anxiety that results from not being able to follow information provided by others (Beyens et al., 2016). FoMO is significantly associated with an increase in the level of general anxiety (Przybylski et al., 2013), which leads directly to the experience of negative feelings. Researchers emphasize that following information about friends can be reduced by social support, especially among adolescents (Xie et al., 2018). The aim of this study is to find the complex role of perceived support from friends, family and a significant other through the influence of FoMO on experiencing negative feelings in individual's life. Participants aged between 14-52 (N = 752, M = 24.73, SD = 6.18, 62.6% women) filled out an online survey consisting of Fear of Missing Out scale (FoMOs; Przybylski, et al., 2013), The Multidimensional Scale of Perceived Social Support (MSPSS; adap. Buszman, Przybyła-Basista, 2017) and the Scale of Positive and Negative Experience (SPANE; Diener, Biswas-Diener, 2009). The results obtained by mediation analysis with multiple mediators through bootstrap sampling showed a significant role of

(1) perceived family support, (2) perceived significant other support and (3) both as mediators between influence FoMO on experiencing negative feelings in double-mediation model with significant total indirect effect (Indirect = 0.035, SE 0.01, 95% CI[0.018,0.056]). After adding a perceived friends support as a mediator in the obtained model, significant mediation models included perceived support of: (1) family, (2) family and friends, (3) significant other and friends and (4) all three components of social support in a multiple mediation model with significant total indirect effect (Indirect = 0.031, SE = 0.01, 95% CI[0.012,0.052]). Implications from these findings may include emphasizing specific types of social support resources and social-based activity in psychological treatment of FoMO. The highest meaning of social support while experiencing negative feelings from FoMO comes from the family, and the smallest from friends. This may be related to the belief that friends are the main cause of the FoMO, especially among adolescents; therefore, their role as a source of social support is negligible.

LIFE EXPERIENCE OF FAMILIES WITH SEVERE CHILD DISABILITY: MENTAL HEALTH AND FACTORS OF RESILIENCE

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Dravet syndrome (DS) is a rare disease (the incidence is 1 in 15,700 or 40,900, Wirrell et al., 2017), of genetic origin, in which epilepsy, cognitive disorders, behavioral disorders and motor disorders are associated. The autism spectrum disorder (ASD) is a disorder with incidence 82.6 / 10,000 boys and 23.6 / 10,000 girls (Hinkka-Yli-Salomaki et al., 2014). Rare disease in the case of DS or the relatively common disorder in the case of ASD, disability of the child is the common point of these two chronic conditions. The goal of our research To explore life experiences, as well as parental stress and the psychological well-being of parents of children with severe disabilities. Methods: 48 parents of children with severe disabilities vs 57 controls participated in the study. Families with Dravet Syndrome (n = 29) were recruited in France, Switzerland, Canada, and Belgium. Families with autism spectrum disorders (n = 19) were recruited with the help of the French association of parents. The mixed method was used. Questionnaire-based data allowed analysis of different dimensions of parents' psychological well-being. The interviews

aimed to understand how the parents lived this unique experience, what adaptation to the chronic disease strategies they used to ensure the good development of the siblings, medical and educational support for the sick child, effective interactions with health and education professionals. Interviews with parents of children with severe disabilities were analyzed using the Interpretive Phenomenological Analysis (Smith, 1996), a method designed for the collection of qualitative data in the case of serious disorders. The findings suggest that parents of children with severe disabilities experience higher level of stress than parents of children without disability. The chronic illness would have a significant impact on parental stress. Parents of children with DS experience higher level of parental stress compared to parents of children with ASD. This result suggests that the intractable epilepsy greatly increases parental stress. The results indicate that the level of behavioral disorders in children with severe disabilities is the reliable predictor of parental stress. The behavioral problems do not predict different dimensions of parents' mental health.

THE SUCCESSFUL OF EMOTIONS RECOGNITION BY PRESCHOOLERS DEPENDING ON THE PERSON'S AGE IN THE PHOTO

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The research was carried out within the theory of mind (ToM) approach, which suggests that the recognition of emotions is one of the important aspects of the development of understanding of the mental world. The influence of both the cultural context and the interaction experience (van der Meulen et al., 2017; Sternglanz, DePaulo, 2004). However, there is a gap in studies of the recognition of emotions by children of different ages. Research Questions: Will children of preschool age be better able to recognize emotions by the facial expression of their peers than by the facial expressions of adolescents and adults? Will the successful recognition of emotions in preschoolers be associated with the success of theory of mind? The sample consisted of 60 children at the age of 3 years old (Me=41 m.) and 5 years old (Me=65 m.). To study the possible role of the person's age in the successful of recognition of basic emotions 32 photos of faces of different age persons of both sexes were selected, expressing basic emotions:

happiness, sadness, anger and fear. The tasks to understand the visual perspective of first and second levels, to understand the desires, source of knowledge and the false beliefs were used to assess ToM. The results showed that the success of preschool-age children in recognizing basic emotions is related to the age of the recognizable face: three-year-old children more easily recognize emotions from their peers, while five-year-olds – from peers and adolescents. Recognition of basic emotions and understanding of the mental world in preschool children are connected – the better children recognize emotions from photographs of people of different ages, the better they understand various aspects of ToM – differences in visual perspective, a source of knowledge, differences in desires and understanding of false beliefs ($r_s = 0.514$, $p = 0.004$; $r_s = 0.588$, $p = 0.006$). The results obtained and their significance for the understanding of the theory of mind's development in early age is discussed.

EDUCATIONAL PSYCHOLOGISTS IN INCLUSIVE EDUCATION POLICIES

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Portugal has been facing a change of Paradigm on Education that goes far away beyond a legislative or theoretical change of framework and expresses an important change on processes and practices towards new law and policies on Inclusion, schools' Flexibility and Autonomy, Pedagogical Differentiation, Significant Learnings and a Competencies Profile for the 21st Century Student, where Educational and School Psychologists have a significant role and opportunity to support, operationalize, reinforce and experiment new psychological evaluation and intervention proposals, simultaneously contributing to the continuous improvement of the quality of psychological practices and services, schools, education, life and of democratic participation in society. These educational challenges have been in the daily agenda of the Portuguese Psychologists' Professional Association, concerning and intervening in this political moment, with formal positions and recommendations for the new legislative documents, the creation of a Profile for the Educational and School Psychologist and of Technical Guidelines for the Educational Psychologists Interventions, built in an intense dialogue and advocacy with the Portuguese Ministry of Education, standing for a promotional and preventive multilevel model of

intervention that aims the educational success and mental health for all students and for the school as a whole organization. Educational Psychologists can indeed support reflections and foster the cultural, political, organizational, structural dimensions of the school by providing data that facilitate informed decision making, introducing programs and practices based on scientific evidences, promoting cognitive and behavioral modifications, training and empowering educators and supporting a systemic, comprehensive and functional evaluation and intervention model, which facilitates the development and use of learning and socioemotional competencies and skills in projects, procedures and methodologies of teaching and learning, in an emotionally healthy and supportive educational environment, leading future civic commitments. The Psychologists' Professional Association addresses the continuous professional development implications for educational psychologists to respond to the actual political and professional demands towards a collaborative consultation model to support organizational leaderships in the development and implementation of innovative and educative actions, projects and policies around strategic goals and sustainability.

BOOSTING UPDATING IN WORKING MEMORY BY POST-HYPNOTIC SUGGESTIONS AND ITS ERP CORRELATES

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Working memory (WM) or updating, one of the most pivotal executive functions, is responsible for refreshing short-term memory to keep its content relevant for the task at hand. Most of the numerous studies assessing neural underpinnings of updating function were confined to the n-back task. In order to generalize these findings, we utilized a tone-tracking task where different syllables were presented consecutively, requiring a button press after a fixed number of each syllable. In Experiment 1, we applied three levels of load (syllables) while recording event-related brain potentials (ERPs). Increasing task load caused longer reaction times (RTs), a decrease in accuracy rates, and a reduction in N1, N2, and P3 amplitudes. These results were closely comparable with typical results observed in the n-back task. In Experiment 2, we explored the malleability of WM in tone-tracking by applying post-hypnotic suggestions (PHSs), which have been successfully applied to improve inhibition but never for updating. For scrutinizing effects of PHSs, a counter-balanced design with two sessions, one without hypnosis and the other including hypnosis and relevant PHS, was

utilized. Our results indicate that PHSs successfully enhanced accuracy and RTs in the two and three syllables conditions, whereas in the one syllable condition performance was not boosted. The impermeability of one syllable condition to enhancement of PHSs can be interpreted as either (1) due to selectivity of PHSs, in other words, the one syllable condition require normal counting and any enhancement in updating function will not affect counting or degree of arousal; (2) or the performance in one syllable condition was already at ceiling, therefore no enhancement was possible. Further, PHSs decreased task load effects on the P3 component, which corroborates that the enhancement caused by PHSs are due to the alterations in the same brain network which reacts to the task load. Together, the results of these two studies indicate that, first, the neural concomitants of WM (updating) generalize over tasks and, second, PHSs are applicable also for improving the updating dimension of executive functions; further, these improvements were achieved by alterations in the brain network responsible for WM.

IMPRISONED YOUNG PEOPLE IN PENITENTIARY SYSTEM OF MEXICAN REPUBLIC

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Reduced access to formal education and the precarious working conditions of young people generates a kind of disenchantment and hopelessness in their desire for social ascent. In this sense, it is not strange that this population section is constantly criminalized. A questionnaire was specifically developed and designed for this population, evaluating sociodemographic factors and Likert scales of substance consumption, domestic violence and depressive symptoms. Validity and reliability (Cronbach's Alpha=.703) of the instrument showed appropriate relations between the reagents of the scales; results showed -through Chi Square analysis- statistically significant differences in the correlations between factors. The cross-sectional, descriptive and correlational research has a universe constituted by inmates of sixteen federal reclusion centers of Mexican Republic with two subgroups of population: the total of female, and a representative sample of the masculine residents. The results show that most of the imprisoned male were detained before 30th birthday and come from sectors socially disadvantaged. This condition

aggravates the social impact: low educational levels (39% elementary and 44% middle), main economic providers in young families and the most frequent crime of incarceration were drug trafficking (35.7%). This condition is related to drug or weapons possession; in addition, 46% have not received the court decision. The woman situation should be highlighted in order to understand their vulnerability conditions. Here 51% of the woman were incarcerated before age of 30, 73% had children (64% between 1 and 3) and only 17.4% lived with a partner or husband. The educational level is low (24% elementary and 52% middle completed) despite the fact that 69% had not been sentenced for the crime committed, 40% and 41% reported 1 to 3 or 4 to 6 years in prison. Moreover, 44.5% of the women detained before the age of 30, pointed the economical problems as the main one in home, and 14.4% remarked the addictions as the family problem. The objective is to establish indicators in order to design policies for prevention, treatment and social reintegration, understanding psychosocial problems associated with delinquency, generating a better quality of life.

MOVING FORWARD HEALTH PSYCHOLOGY PRACTICE: AIMS AND WORK OF A EUROPEAN HEALTH SOCIETY (EHPS) TASK FORCE

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Moving forward Health Psychology Practice: Aims and work of a European Health Psychology Society (EHPS) Task Force Sven Ingmar Andersson¹, Angelos Kassianos², Antonia Paschali³, Wim Nieuwenboom⁴ & Anne Marie Plass⁵ on behalf of the EHPS Task Force to Moving Forward Health Psychology

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Background The aim of the Task Force is to stimulate further discussion of the development and application of Health Psychology practice into the society and to stimulate the process of moving towards a more globally recognized definition of Health Psychology through mapping and listing core competencies and skills. In a series of four articles presented by members of the Task Force in the *European Health Psychologist* (2017) on Health Psychology education, legislation, employability and cooperation with other disciplines in various countries represented in

EHPS, multiple barriers were identified when applying Health Psychology into practice. These include language barriers, cooperation with other professionals, lack of funding, as well as variability in training, education and legislation between different countries. The Task Force continues its work to propose a global consensus in how Health Psychology is applied and what Health Psychologists do, through identifying (unique) core competencies and skills. These could support the development of international standards for Health Psychology education, and to legally regulate and standardize Health Psychology practice within the health care systems. Hence, the Task Force relies on National Delegates of the EHPS and other international experts. The ongoing work involves a broad exploration of core skills and compiling a list of competencies through investigating national documents, categorizing these as general, core and unique, and recruiting an Advisory Panel of experts reviewing the list and the suggested categorization. International psychological associations have an important role to ensure that Health Psychology practice is better globally defined, in order to increase visibility of Health Psychologists in the society.

VALIDATION OF THE CENTRE FOR EPIDEMIOLOGIC STUDIES DEPRESSION SCALE-REVISED (CESD-R) FOR USE IN A SOUTH AFRICAN NON-CLINICAL SAMPLE OF WORKING PEOPLE

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Depression is increasingly becoming a major contributor to workplace disability worldwide. Research on depression in the South African workplace, however, is scarce and more is required as a matter of urgency. To be able to do the rigorous research required, it is important to have psychometrically sound research instruments available. The objective of this study was to validate the Centre for Epidemiologic Studies Depression Scale – Revised (CESD-R) for use in the South African working population. The CESD-R is an instrument used for measuring symptoms of major depression in non-clinical and clinical samples. The main research question was: Is the CESD-R a valid and reliable instrument to measure depression in a non-clinical sample of working people? A quantitative, cross-sectional design was followed. Participants (N=316) were obtained through convenience sampling. The CESD-R scale, the DASS-21 (Depression, Anxiety and Stress Scales) and the GAD-7 (Generalised Anxiety Disorder Scale) were employed. Confirmatory factor analysis (CFA) was done to examine factor structure. Correlations were done

to investigate convergent validity between the CESD-R and the DASS-21's depression scale. To investigate discriminant validity, the CESD-R was compared to the GAD-7 by means of the DIFFtest in Mplus. . A constrained model (latent variable correlations constrained to 1.0) and an unconstrained model (latent variable correlation unconstrained) were compared. Good fit was obtained for a unidimensional model for the CESD-R. Fit indices were .05 (RMSEA), .97 (TLI) and .97 (CFI). In terms of discriminant validity, a significant χ^2 ($\chi^2 = 173.90$) provided evidence of discriminant validity. The correlation between the CESD-R and the depression scale of the DASS-21 was .81 and this provided evidence of convergent validity. The alpha coefficient for the CESD-R was .95 The CESD-R shows promise as a valid and reliable instrument for measuring depression in non-clinical samples such as working people. Employers can use the instrument to help determine the pervasiveness of depression in an organisation. This information, in turn, can inform intervention and support programmes.

THE EFFECT OF TAIL-SHOCK STRESS ON EEG AND DENDRITIC SPINE DENSITY IN FEMALE RATS

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It's shown that the stress and estral cycle cause changing in physiological properties of the brain. In these studies, the stress and estral cycle examined separately. So, there's no study examining the effects of stress applied on estral cycle from electrophysiological and histological perspectives within the same sample. This study aims to analyze the effects of acute and chronic tail-shock stress applied during estral phases on the theta rhythms and dendritic spines. Bilaterally frontal and hippocampal electrodes were implanted to rats (N=60) under anesthesia. Rats which were classified according to estral phases, were separated into eight groups for acute stress and two groups for chronic stress, as control and experiment (n=6). Basal EEG recordings were taken from all rats for 15 minutes. For acute stress 1 mA, 60 Hz tail-shock was applied for one minute. This application was repeated during a whole estral cycle for chronic stress. EEG recordings were taken again. The animals were decapitated and the brain slices were stained with Rapid Golgi-Stain kit. Independent-Samples t-test and ANOVA were used for the statistical

analysis. While there was no difference on theta rhythms that were taken from the control group (CG) animals which were in estrus, metestrus and diestrus phases, it's shown that acute stress caused significant differences in the experiment groups ($p < 0.05$). It's also observed that the dendritic spine density on hippocampal regions of the proestrus CG was higher than the metestrus and diestrus CGs ($p < 0.001$) and acute stress applied in proestrus caused a decrease on the hippocampal dendritic spines according to the CG ($p < 0.001$, ~37%). It's found that chronic stress caused a decrease on the theta rhythms ($p < 0.05$) and the frontal dendritic spines ($p < 0.05$, ~23%) according to the CG. Exposure to the acute and chronic stress cause different effects on the theta rhythms. The result also confirms the finding regarding the increase that occurs normally on dendritic spines in proestrus female is prevented by the stress. This decrease on hippocampal dendritic spines of acute stressed females in proestrus may suggest that females are especially sensitive to stressful experience when estrogen levels are high.

THE MODERATING EFFECTS OF ORGANIZATIONAL CULTURE AND MOTIVATION ON THE RELATIONSHIP BETWEEN WORKAHOLISM AND WORK-LIFE OUTCOME

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Previous research has suggested that workaholism – the irresistible inner drive to work very hard, is associated with negative work-life outcomes such as psychological well-being, job satisfaction, and organizational commitment. No study, however, examines the delineation and mitigation of workaholism outcomes by socio-environmental context. We propose that organizational culture and motivation explains how workaholism can lead to positive work-life outcomes. We hypothesized that: (1) Workaholism will be negatively associated with work-life outcomes, (2) The relationship between workaholism and work-life outcomes is moderated by organizational culture, such that the relationship is stronger under different dominating culture profile type, and (3) The relationship between workaholism and work-life outcomes is moderated by motivation, such that the relationship is stronger when motivation is high. We employed a non-experimental correlational design with a total of 125 working professionals, who provided responses to their work addiction, organizational culture, motivation,

psychological well-being, job satisfaction, and organizational commitment. We also measured and controlled for demographic profiles in this study. Results provided support for three of the hypotheses. Workaholism was negatively correlated with job satisfaction and was positively associated with organizational commitment. Motivation moderated the relationship between workaholism and psychological well-being. Subfactors also revealed that supportive and innovative culture moderated the relationship between workaholism and job satisfaction. Findings of this present study highlight the significance of understanding workaholism, and how it can function under different socio-environmental context. Such findings shed lights upon potential implications and interventions for understanding how organizations can engineer an optimal working condition and talent development programs in the workplace to increase desirable work outcomes in organizations with a high prevalence of workaholics.

CRIME AND ADDICTIONS: THE CASE OF YOUNG INMATE POPULATION ON MEXICAN FEDERAL PRISONS

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According to the National Survey of Inmate Population 2016 (ENPOL) conducted by the National Institute of Statistics and Geography (INEGI), 12.9% of the imprisoned population with criminal record was sentenced for drug trafficking the last time of incarceration. In consequence, a questionnaire was developed and designed, in order to evaluate sociodemographic factors and Likert scales including substance consumption. Validity and reliability (Cronbach's Alpha=.703) of the instrument showed appropriate relations between the reagents of the scales; results showed -through Chi Square analysis- statistically significant differences in the correlations between factors. The cross-sectional, descriptive and correlational research has a universe constituted by inmates of federal reclusion centers of Mexican Republic, in pursuance to obtain the criminal profile of inmate

population. The results show, in the case of men sentenced by drug trafficking: 44% were imprisoned before 30 years, 38.6% had elementary and middle school, 49% reported the economic problems as the main family complication and 72% reported a negative use of illegal drugs during the last year before the incarceration. In the case of women, 48% were imprisoned before 30 years, 81.6% had elementary and middle school, 63% reported the economic problems as the main family complication and 91% reported a negative use of illegal drugs during the last year before the incarceration. Therefore, people incarcerated by drug trafficking are in vulnerable situation, particularly in the case of women. It is important to review this situation to guarantee the reconciliation of our country in justice topic, encouraging social reintegration and prevention of drug abuse.

WHAT CHARACTERIZES PROFESSIONAL SELF-REALIZATION OF RUSSIAN UNIVERSITY STUDENTS AND WORKING YOUNG ADULTS

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Self-realization is both, the process and the result of personal development that stems from and manifests itself in various aspects of life. Successful social functioning implies self-realization in different domains, including professional career, and psychological research cogently targets factors that determine effectiveness of self-realization forming at work places and through educational experiences. Conceptually and methodologically the study is based on the systemic approach to self-realization (Kudinov, 2013) and the ideas of the 'meaning-forming' motives (Kokurina, 2011). The main research question: Do predominant and undervalued components of self-realization and 'meaning-forming' motives differ in university students and working professionals? Young adults (age 18-35, N=105) from Rostov region of Russian Federation (42 students and 63 employees) participated in the study. They completed "The multidimensional questionnaire on personality self-realization" (Kudinov, 2013) and "Meaning-forming motives for self-realization" test-profile (Obukhova, 2015). Data analyses included Friedman's and Mann-Whitney's non-parametric criteria, Spearman's rank correlation and were implemented in Statistica 10.0. Findings indicate that the leading component of professional self-realization in students is goal-oriented, followed by the self-motivation, whereas working youth showed predominance of the organizational and

prognostic motives. There are also undervalued motives. In students they are represented by the emotional ones. Working youth tend to overlook the competency and person-oriented components of self-realization. The leading 'meaning-forming' motive for students' professional self-realization is the competitive result-oriented one. Professionals are more achievement-driven and process-oriented. Two groups differ in their respective undervalued motives. Students typically do not take into account the cooperative motive as a result to strive for, and professionals tend to ignore the pragmatic process-guiding motive. Students equate professional self-realization with academic achievements and primarily consider it the means for a scholarship. Professionals consider self-realization to be the drive for self-improvement. These group differences are age-independent: the measures of professional self-realization and respondents' age were not significantly correlated ($r=.202$, $p=.09$). Also, students reported the overall higher levels of professional self-realization ($U=103.00$, $p=.04$). Conclusions: 1. Dominant motives for professional self-realization in students and young professionals are substantially different. 2. So are different their respective predominant and undervalued meaning-forming motives. 3. Students are characterized by higher levels of professional self-realization.

CHILDREN`S RIGHTS SOCIAL AND CULTURAL CONTEXTS IN THE SUBJECT FIELD OF DEVELOPMENTAL PSYCHOLOGY

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The formation of the cultural policy of childhood and the institution of children's rights had a significant impact on the enrichment of the subject field of developmental psychology. The inclusion of children's rights in the field of scientific knowledge has expanded the possibilities of understanding and describing childhood and their categories: Child as ontological other; children as sovereign individuals. Emergent Child-Adult Reconstruction) in the 20-century science due to the introduction of children's rights promoted the elimination of the tough binary opposition child-adult in social concepts of Reconstructing Childhood. The social and cultural phenomenon of lengthening the duration of childhood – the emerging adulthood of children's rights reinforced two trends. On the one hand, in economically developed countries the duration of childhood has increased. At the same time, in countries with a transitional economy and an unstable political system, as well as in poor and dysfunctional families, where the total non-observance of children's rights, separation from adults, reduction of childhood and rapid maturity still occur. The potential of the rights of the child

created the conditions for the study of children's well-being; ideas about their rights and the rights of others, assessing yourself, your capabilities. In a scientific discourse in connection with the rights of children, the possibility of differentiation and categorization of certain groups of children also arose. The psychology of development is included in the field of view of the category "Excluded and invisible children" -- mentally or physically disabled children; children deprived of liberty, children being at a difficult life situation, the most vulnerable categories of children, ones being discriminated; those at risk of violence (physical, sexual, psychological), and various forms of exploitation (labor and sexual slavery, prostitution). The global United Nations initiative for human rights education contributed to educational programs and the study of a sense of personal autonomy, tolerance for the rights of others. Conceptualization and identification of key research areas on the child's rights in the developmental psychology are importance for the actualization of modern strategies for researching children's rights as well as for analyzing international and national experience in this area.

PRELIMINARY STUDY: THE EFFECT OF A TRAINING PROGRAM IN A UNIVERSITY CLINIC ON THERAPEUTIC SUCCESS

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The objective of this research is to study the effect of the training program taught at the University Clinic of Psychology of the Autónoma University of Madrid (CPA-UAM). The aim is to study the effect of clinical experience on therapeutic success. Traditionally, in the scientific literature, the experience has been understood as the number of years of professional practice, however, some studies find that it is not so much the accumulation of practice as the effect of supervision on practice (Burlingame, Paul, Fuhrman & Ogles, 1989). There is a difference between experience and expertise. In the CPA-UAM there is a four-year training program in which the therapists perform clinical practice under the supervision of therapists with more experience and expertise.

Each year, there are approximately ten therapists in the clinic, and more than 120 patients. Each therapist carries, at least, twelve cases per year. This research has studied the influence of the year of training on the therapeutic success. For this we use the following data: (1) the pre-post results of the questionnaires battery that patients complete (BDI-II, STAI, SCL-90-R and WHOQOL-BREF), (2) the number of sessions performed until discharge, (3) the number of objectives proposed and achieved and (4) the number of dropouts per therapist. The preliminary results of this research will bring clarity to the effect of experience and supervision on therapeutic success. This field of research for clinical psychology is relevant to carry out quality and validated empirically training programs.

PSYCHOLOGICAL VIOLENCE AGAINST WOMEN, ATTITUDES, AND SYSTEM JUSTIFICATION: A RESEARCH ON UNIVERSITY STUDENTS

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Background: Unlike physical violence, psychological violence cannot be easily recognizable, but it deeply affects the victims and leaves devastating “invisible scars” on them (Asensi, 2008). Unfortunately, it is frequently reported that the proportion of being victimized by psychological violence is considerably high among university students (Harned, 2002). Therefore, the main objective of present study was to reveal the social mechanisms and processes underlying psychological violence, on a sample of university students who are considered to be at high risk both as perpetrator and victim of psychological violence.

Method: The data collected from 343 university students (183 female and 160 male). Demographic Information Form, Ambivalent Sexism Inventory, Attitudes Toward Physical Wife Abuse Scale, and System Justification Scale were administered to all participants. Besides, female participants completed Psychological Abuse Profile Scale regarding the exposure to psychological violence, male participants filled out the psychological violence perpetrator form

of the Conflict Tactics Scale. **Results:** Separate multiple hierarchical regression analyses were performed to examine whether sexism, system justification, and attitude against physical violence predicted both the exposure to psychological violence and the perpetration of psychological violence. According to results, as the level of benevolent sexism ($\beta=.19, p<.05$) and positive attitude towards physical violence ($\beta=.18, p<.05$) increased, the possibility of being a victim of psychological violence increased. As for male participants, as the positive attitude towards physical violence against women ($\beta=.32, p<.001$) was found to be significantly associated with the tendency to commit psychological violence against women.

Discussion: The present study, which focuses on the underlying social mechanism rather than the consequences of psychological violence, is thought to provide significant implications in terms of understanding psychological violence and developing preventive policies in the future. The results will be discussed in the context of honour cultures.

PSYCHOLOGICAL MEDIATION IN HYPERFUNCTIONAL AND DYSFUNCTIONAL RESPIRATION REGULATION

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Cultural-Historical Approach and Clinical Psychology of Corporeality (1) suggest viewing the body not exclusively as a natural biological function, but also as a culturally mediated and regulated process similar to higher mental functions. The regulation of breathing is both an autonomous and a voluntary function. The research investigates the continuum between the dysfunction and the hyperfunction of breath regulation and presents psychological factors that support or disrupt the regulation. The study involved 20 patients with hyperventilation syndrome (HVS) as an example of dysfunctional breath regulation, 20 freedivers as a sample of hyper-functional breath regulation, and also 20 healthy participants as the control group. The capability of voluntary respiration regulation was examined through breath holding involving easy-going and struggling phases. Psychological mediation was assessed through: a) respiratory experience interviews, b) anxiety level, c) psychosemantic and projection techniques. Statistical data processing was carried out through descriptive, correlational and variance (ANOVA) analysis. The study revealed, that

freedivers had a longer total breath holding ability and also a struggling phase, which was perceived by other participants as agonizing. Moreover, freedivers had a lower level of anxiety and a more positive breath vocabulary, which consisted of colloquial and emotional-somatic words. The patients, on the contrary, were unable to hold breath. Their short breath holding correlated with a higher anxiety level, a larger vocabulary of negative breathing experience and the fixation on current unpleasant sensations, described by emotional, but not bodily linked words. Therefore, freedivers have a bigger volume of positive breathing vocabulary and can withstand longer the conflict between the physiological need to inhale and the voluntary motivation to hold their breath. The connection of breathing with negative sensations in patients, who have HVS, leads to less breathing control. Conclusion Psychological mediation of breath may become the goal for psychotherapy within HVS treatment and for improving freedivers' sport results. 1. Tkhostov A., *Psihologiya telesnosti* [Psychology of Corporeality], Moscow, Smysl Publ., 2002, 287 p. (in Russian).

THE PREDICTOR ROLE OF PSYCHOLOGICAL ABUSE ON THE CHARACTERISTICS OF AUTOBIOGRAPHICAL MEMORIES

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Background: Self-defining memories (SDMs) are a specific type of autobiographical memory which arouse strong emotions, and focus on life goals and unresolved conflicts (Singer & Salovey, 1993). Thus, the SDMs play a crucial role in the formation of the self. However, some undesirable life events, such as women's exposure to psychological abuse in a romantic relationship, may damage one's self-coherence and memory processes such as accessibility of the SDMs. The previous research has indicated that psychological abuse toward women is negatively associated with positive self-perceptions and self-esteem. In the present study, being exposed to psychological abuse is expected to influence the recollection of the SDMs. In this regard, two studies were conducted in order to examine the predictor role of the exposure to psychological abuse on the phenomenological characteristics of both negative (Study1) and positive (Study 2) SDMs. Method: The sample consisted of 167 (Study 1) and 205 (Study 2) female participants aged between 19-60 who have experienced a romantic relationship at least once. In Study 1, the participants were asked to write about an

important negatively-valenced memory causing them to experience intense negative emotions about themselves such as guilty, and unconfident while in Study 2 the participants were asked to report an important positively-valenced memory making them be proud of themselves. Then, the Autobiographical Memory Characteristics Questionnaire and the Profile of Psychological Abuse Scale were given to the participants in both studies. Results: Separate multiple regression analyses were performed. The results of Study 1 indicated that women whose behaviors are highly criticized by their partner were prone to recollect highly negative SDMs. In Study 2, women who were ridiculed and exposed to jealous control in their romantic relationships recalled low levels of sensory details of positive SDMs. However, women tended to report higher levels of emotional distance from the positive SDMs and more sensory details of positive SDMs, if they frequently experienced being ignored in their romantic relationships. Discussion: The implications of findings will be discussed in the light of the literature.

INVESTIGATING THE RECIPROCAL RELATIONSHIP BETWEEN DYADIC ADJUSTMENT AND SOMATIZATION IN NEWLYWED COUPLES: A LONGITUDINAL STUDY

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Dyadic adjustment is a term that affects the physical and mental health of people, in which the changes in dyadic adjustment are also known to have an impact on individual's general well-being. Somatization is the tendency to express the distress and discomfort with bodily symptoms. It is a good opportunity to study the somatization in Turkey where in such a culture most people tend to express their distress with somatic symptoms. It gains more importance to investigate the association of dyadic adjustment and somatization during the first years of marriages, because most of the marital disparities occur during these years. The aim of the study is to explain the longitudinal and reciprocal association of the dyadic adjustment and somatization. Participants consisted of 96 newly-wed couples (192 people). Sociodemographic Form, Dyadic Adjustment Scale (DAS) and Somatization (SOMA) subscale of Symptom Check List were given the participants via online survey platform. To

understand the changes over time, the same online instruments were sent the participants after 2,5 years and cross-lagged panel design was applied for dyadic adjustment and somatization association. The results demonstrate that for both women and men, dyadic adjustment in the first year of marriages predicted the subsequent somatization level. In contrast, the somatization level in the first years of marriage did not predict the subsequent marital adjustment for both gender. Furthermore, dyadic adjustment of the first year of marriage, only predicted later dyadic adjustment in women and the level of somatization on the first year of marriage did not predict the later somatization level for both gender. In respect to literature and current results of our study, level of dyadic adjustment is the most powerful variable in the reciprocal relationship between marriage and health. The implications of the results for future results are discussed.

EXTRAFOVEAL PERCEPTION OF THREE-DIMENSIONAL SHAPES

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The possibilities and limitations of extrafoveal processing remain insufficiently studied, though it plays a great role in visual search. It has been shown that in the case of widely diverging targets and distractors, the very first saccade is headed towards the target, suggesting it is determined extrafoveally. We aimed to investigate extrafoveal analysis of visualized mathematical concepts while saccades planning. We performed two experiments: 12 students with normal or corrected-to-normal vision participated in Experiment 1 and 18 students in Experiment 2. In the first trial, we used 2x2 design: the targets were either prisms or pyramids with 3 to 6 base angles among either prisms or pyramids as distractors. The second experiment included the most challenging condition with a target pyramid among distractor pyramids. Notably, Experiment 2 involved the probes with the eye movements prohibited. We received dramatically different results for each of four types of the task in Experiment 1. Searching for the target prism among pyramids was the easiest task, as a single saccade or even no saccades were performed by

most of the participants. The condition with target pyramid among prisms was a bit harder. Then, a target prism among other prisms was a difficult but still solvable task due to visible base angles. At last, the condition with target pyramid among distractor pyramids was revealed to be so challenging that most participants made a large amount of saccades suggesting random search for the target. The results of Experiment 2 have shown similar tendencies as in the first trial and the absence of any performance improving during the whole experiment. Nevertheless, in the last probes when participants were required to avoid eye movements, most of them gave a larger amount of right answers comparatively to random search, prompting suggestions that they used extrafoveal analysis. The findings of our investigations allow us to assume extrafoveal processing to be one of many possible behavioral acts in the complex system of perceptual action. The decision whether to use extrafoveal analysis depends on current energy resources, necessity of foveal confirmation and subjective cost of mistake.

IMPLEMENTING PRINCIPLES FOR EXTRANEIOUS COGNITIVE LOAD REDUCTION IMPROVES LEARNING OUTCOMES: RESEARCH EVIDENCE FROM A META-ANALYSIS

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Cognitive load theory (CLT, Sweller, 1991, 2011) postulates that, due to limited working memory capacity, instructional design for learning should strive to minimize, as counterproductive, so-called extraneous cognitive load. Research within the CLT framework distinguishes between cognitive activities relevant for learning, also called germane, and irrelevant/redundant, also called extraneous. The former is content and concept-driven and results in meaningful knowledge acquisition, whereas the latter distracts learners and undermines both learning process and results. Hence, extraneous cognitive load should be counteracted, for which goal Sweller and followers (e.g., Mayer, 2010) suggested several principles for effective instructional design in education. These include (though are not limited to): split attention, dual-mode information processing, worked examples, etc. The current meta-analysis addresses the following set of research questions: (1) Does reduction in extraneous cognitive load help learning? (2) To what extent? (3) What factors (including individual principles) contribute to the overall effect? The study followed the standard procedures for meta-analyses (Cooper, 2017). Systematic literature searches were conducted in multiple electronic databases (e.g., ERIC, PsycINFO, Education Source, Academic Search

Complete). In addition, we performed 'grey literature' searches and branching from the major reviews and conceptual publications on the topic. These revealed over six hundred potentially relevant primary empirical studies, dated between 2006 (the date of the most recent related meta-analysis by Ginns) and 2017. Abstract screening and subsequent full-text review according to a set of pre-established inclusion criteria, performed by two trained independent coders with inter-rater agreement rates of $\kappa=0.73$ and $\kappa=0.78$, reduced this number to 102. At the moment, over twenty primary studies are fully processed (i.e., effect sizes extracted and moderator variables coded). Preliminary analyses (random effects model) yielded the overall weighted average effect size of $g+=0.46$, highly heterogeneous) in favour of the treatment condition. These findings are indicative of the moderate positive effect of various means for extraneous cognitive load reduction on learning outcomes, with various factors potentially enhancing or depriving this effect. The project now progresses toward extraction and aggregation of all available independent effect sizes with the subsequent moderator variable analyses to explore and explain sources of systematic variability in findings.

PARENTAL ACCEPTANCE-REJECTION AND LONELINESS: THE MEDIATING ROLES OF EMOTIONAL EXPRESSION STYLES AND FRIENDSHIP QUALITY

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The main purpose of the current study is to determine the mediating roles of happiness, sadness and anger expression styles and friendship quality in the relationship between parental acceptance-rejection and loneliness. The predictor variables of the study are maternal acceptance-rejection and paternal acceptance-rejection. Loneliness is predicted variable; emotional expression styles (for happiness, sadness and anger) and friendship quality are the mediator variables of the research. The study was conducted in Turkey with 876 participants of 541 (62 %) women and 335 (38 %) men whose ranged in age from 18 to 66 years. Participants were reached by accidental sampling method. Participants completed a survey containing the following scales, namely, Parental Acceptance-Rejection Questionnaire PARQ Mother, Acceptance-Rejection Questionnaire PARQ Father (Rohner, Saavedra and Granum (1978), Emotional Expression Styles Inventory (Araz and Erkus, 2014) , McGill Friendship Scale-Friendship Functions (Mendelson and Aboud (1999) The Loneliness Scale (UCLA) (Russel, Peplau and Cutrona, 1980) and a personal information form prepared by researchers. As a result of testing seven different serial multiple mediation models, the partial mediator roles of (a) the self-focused

expression of happiness, (b) the verbal expression of both sadness and anger, and (c) friendship quality were found to be significant in the relationship between both maternal and paternal acceptance and loneliness. As the participant's remembered parental acceptance increases, their self-focused expression of happiness and their verbal expression of sadness and anger increases. Thus, these increases decreased loneliness by increasing their friendship quality. In the relationship between remembered maternal acceptance and loneliness, the other-focused expression of happiness and friendship relationship also have partial mediating effects. In other words, as participant's remembered maternal acceptance increases, their other-focused expression of happiness increases and this in turn, decreases loneliness by increasing their friendship quality. The results of the study can shed light on the mechanisms through which interpersonal and emotional factors eliminate loneliness. Araz, A., & Erkus, A. (2014). Conceptualizing and Measurement of Emotional Expression Styles: An Inventory Development Study (Duygu Disavurum Tarzlarının Kavramsallastırılması ve Ölçümü: Bir Envanter Gelistirme Çalışması). *Türk Psikoloji Dergisi*, 29(74), 50-65.

RESPONSE INHIBITION IN MENTAL NUMBER LINE: A FUNCTIONAL NEAR INFRARED SPECTROSCOPY STUDY

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The aim of the present study is to investigate asymmetries in inhibition of responses relative to magnitude of numbers, through go/no-go task. Mentally, numbers are represented along a continuous representational field, oriented from left to right with small/large (size) numbers positioned on the left/right side (space) of this continuum, respectively (Dehaene et al., 1993). In the literature, studies focused on behavioral asymmetry in size-space association on excitation of responses. In this study, inhibition of responses and whether this behavioral asymmetry also occurs in brain are investigated. Go/No-Go task is a commonly used paradigm in brain imaging studies to measure response inhibition (Heilbronner & Münte, 2013; Verbruggen & Logan, 2008). In a standard Go/No-Go task, participants were required to press a specified button whenever they see a Go stimulus, and inhibit their responses whenever they see a No-Go stimulus. Thus, two different cognitive efforts (giving and inhibiting response) lead different activations in brain (Fallgatter, Brandeis, & Pascual-Marqui, 1998). Because prefrontal cortex has a primary role in inhibition,

hemodynamic measures obtained through functional near infrared spectroscopy (fNIRS), which is used in specification of the executive functions related to the hemodynamic activity of the prefrontal cortex. A total of 40 right-handed healthy participants (between the age of 19 to 29) took part. Go/No-Go task was presented via MATLAB. Hemodynamic measurements were obtained via 16-channeled fNIR system. In Go trials, participants were required to press "Space" for every number. In Go/No-Go trials, there were four different task-instructions: in group 1, participants were required to press "Space" for the numbers higher than 5; in group 2, required to press "Space" for the numbers lower than 5, in group 3, required to not press for the numbers higher than 5; in group 4, required not to press for the numbers lower than 5. There are 6 Go/No-Go blocks in total. Results indicated that when participants inhibited their responses, their behavioral responses worsen, regardless of the stimulus magnitude. Hemodynamic activity in response inhibition with respect to stimulus magnitude discussed within the frame of differences in hemispheric asymmetry.

SCATTERED IDENTITIES IN YOUTH: INTERVENTIONS THROUGH REFLEXIVITY

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Learner identities, defined as the way a learner sees his position towards the subject-matter that he has to learn, is depended on the field of study but also on his global identity (Norton & Toohey, 2011). We consider that each field of study is an activity in which the learner has to take part. In our conception, each activity, and thus each field of study, has its own epistemology and balance of psychological tools that allow for the elaboration of knowledge (van der Veer, 1998). Learners develop peculiar ways to treat the information, reason, take into account information and emotions, that are compatible with this activity (Buysse, 2012). They develop corresponding learner identities that try to be coherent with the learner's activity in a specific field of study, but that also the reflection of their subject position. In a systemic view, we consider that global identity consists of the harmonic (or not) balance of divergent or convergent sub-systems of identity. Each learner identity is in that respect linked to and in interaction with other learner identities and the systems of activity to which they are related. Therefore, we can

consider that any system tends to influence the others in order to keep a global balance or identity. However, students face a multiplicity of activities during their studies (Rahm, 2008). This leads to tensions that can unfortunately develop into a situation of crisis, contribute to sometimes unresolvable tensions, sometimes even potentially leading to mental health disorders or disinvestment from school activity (see for instance Charlot, 1997). This is even more complex in an environment where classes are composed of students of different cultures. Our research provided students with reflexive workshops enabling them to reflect on their different activities and their identities. During the workshops, the researchers interact with the students to simulate their writing and deepen their reflection (Buysse, 2010; Vanhulle, 2009). We present this method and the preliminary results of analysis of their written productions. This analysis is based on a structural discourse analysis (Vanhulle, Balslev, & Buysse, 2012). We conclude with different suggestions to minimize identity problems during school.

MY ACHIEVEMENTS ARE NOT MINE: THE IMPOSTER PHENOMENON FROM AN INTERGROUP PERSPECTIVE

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The Imposter Phenomenon (IP) is a psychological concept that describes a pattern in which individuals feel like a fraud when they are successful and tend to attribute their achievements to external causes (Clance & Imes, 1978). Unlike the most part of the IP literature, we suggest that IP should be examined in relation to intra- and intergroup processes. In line with this aim, IP was investigated in the present study by using the theoretical frameworks of Social Identity (SIT), Social Dominance (SDT) and System Justification (SJT) Theories. 148 research assistants (75 female, 73 male), who were working at a state university in Bursa, one of the metropolitan cities of Turkey, participated in the study. The age of the participants ranged from 23 to 46 ($M=29.01$, $SD=3.82$). They completed the IP Scale (Clance, 1985), the Group Identification Scale (Kirchler, et al., 1994), the Gender Specific Justification Scale (Jost & Kay, 2005), the Social Dominance Orientation Scale (SDO; Pratto et al., 1994), the Gender-Related Stereotype Scale (Kandiyoti, 1982), and a Self-Debilitating Behaviors Scale that was developed for the present study. Also, the implicit attitudes

toward the self and genders were measured by Implicit Association Test. The hypotheses derived from the above-mentioned theories were tested by hierarchical regression analyses. Results of the analysis of the model based on SIT (intragroup processes) showed that women's IP scores were predicted by the increasing differences between the participant's self-definition and the academic prototype that was measured in the forms of occupational and masculine stereotypes. Men's IP scores were predicted by the increasing divergence from the academic prototype in terms of occupational stereotypes as well as with the length of work. Results from the model based on SDT (intergroup processes) revealed that, for both sexes, high self-debilitation and SDO scores were the most significant predictors of IP. Finally, results from the model for SJT (social processes) showed that having an explicit out-group bias for men increased IP scores for women, whereas having a low level of implicit self-esteem increased IP scores for men. Findings will be discussed in relation to the relative powers of the theories in predicting the IP.

THE ATTITUDE OF CITIZENS TO THE POLICY OF INSURANCE AND INVESTMENT AS A FACTOR OF ECONOMIC SECURITY OF A PERSONALITY

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Ensuring the economic security of the personality is to create a mechanism of protection against internal and external threats in modern Russia. In this connection, the role of the policy of insurance of citizens as the most effective institution of risk management and security of health, personal property of citizens. The article presents the results of an empirical study of the attitude of Russian citizens to insurance policy of insurance and investment. The study consisted of three stages: at the preparatory stage – a longitudinal study of Russian clients of insurance companies was conducted, at the pilot study – a survey of policyholders on two developed scale multifactorial questionnaires investigating insurance preferences and financial anxiety. In the main study, which was presented by a heterogeneous sample, an Arsenal of techniques was used, which included a basic survey, a TAS questionnaire (in Soldatova's approbation), a questionnaire of economic attitudes (Deineka, Zabelin) and a Dinner satisfaction scale. A total of 1409 people took part in the study. The article presents the results of theoretical understanding

of the factors of economic security of the individual, which affect the insurance behavior of citizens. The questions of scientific development of insurance research in politics and Economics, the problem of psychology of personal security in the economy, the phenomenon of insurance in the economic life of the citizen and the phenomenon of trust as an indicator of political and economic reality. The problem of insurance culture and financial planning as a measure to reduce economic risks at the level of the state and the individual is raised. The theoretical model of insurance behavior is developed. The Institute of insurance in our work is considered in the framework of psychological science as a category of risk avoidance, danger, threat, overcoming fear, as a system of economic security, creating a mechanism to protect the individual from internal and external fears and threats. The complex of diagnostic techniques allows to reveal and predict psychological and typological features of insurance behavior of citizens that can be used by experts in the field of insurance policy.

THE BLOCKING EFFECT IN OBSERVATIONAL LEARNING OF FEAR

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Blocking effect (Kamin, 1968, 1969) represents the disruption of association between a novel stimulus that is added next to a conditioned stimulus (CS) which already predicts an unconditioned stimulus (US), and it is especially remarkable due to its relation to prefrontal cortex. In recent years, the approaches attempting to explain the mechanisms of fear learning, emphasize on the similarity of the direct and observational fear learning mechanisms and the involvement of prefrontal cortex in both (Olsson and Phelps, 2007). Present study assumes these two types of learning share a neural pathway; therefore, aims to show the blocking effect, which is a direct learning phenomenon, in observational fear learning. In total, valid data from 33 participants were collected. A model was exposed to acquisition and blocking procedures which were administered in a discriminative classical conditioning paradigm. During this

procedure, acquisition phase consisted of 3 arbitrary stimuli and in the blocking phase, these stimuli were shown next to 3 novel stimuli simultaneously; while the stimuli presentations and the responses of the model were being recorded on a video. The video of the model was presented to the participants. Afterwards, in the test phase, the single stimuli were presented directly to the participants and the responses were used in the investigation of the blocking effect. Skin conductance responses and US expectancy levels were analyzed by comparing responses towards single stimuli. Although blocking effect was not observed in skin conductance responses, analyses on US expectancy levels revealed blocking effect. Results were discussed in the scope of dual process theories, which explains the discrepancy between implicit and explicit level of conditioning.

POSTTRAUMATIC GROWTH IN WOMEN VICTIMS OF INTIMATE PARTNER VIOLENCE. THE IMPORTANCE OF SPECIALIZED COMPLEX HELP PROVISION

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Domestic violence/intimate partner violence (DV/IPV) is a traumatic experience that can result in serious distress and bodily injuries leading to detrimental consequences for survivors' health and well-being in general. Research reveals that at the same time even those who have experienced severe complex trauma have the potential to experience post-traumatic growth (PTG). PTG reflects the transformation of traumatic experience that gives a positive boost for a change in various domains of survivor's life. Even though the body of research on PTG in female victims of IPV is limited, the existing research has consistently found that in comparison to other traumas IPV victims experience lower PTG. Seeking understand this phenomena we conducted the research. The quantitative study involved 261 women aged 18-69 years old ($M=36.9$, $SD=10.64$) who had experienced male partner violence. The Composite abuse (Cronbach $\alpha=.96$, $\chi^2(131)=185.70$, $CFI=.94$, $RMSEA=.06$) and the Economic abuse (Cronbach $\alpha=.92$, $\chi^2(50)=82.35$, $CFI=.93$, $RMSEA=.07$) scales were utilized to evaluate IPV women suffered, PTG was measured by the Posttraumatic growth inventory (Cronbach $\alpha=.96$). Along with social-

demographic questions, a list of individuals, professionals and organizations were provided in order to understand women's help-seeking behaviour. Analysis revealed that even though participants reported relatively low levels of PTG ($M=42.98$, $SD=29.94$), 71% of the women experience at least some PTG. Significant differences were found between women who had sought help from Specialized help centres (SHC) that provide help and assistance for DV/IPV victims and those who did not. Greater PTG was more common among women seeking help from SHC than among those who did not ($U=3025$, $p<.001$). Moreover, contrary to previous research the association between greater physical and sexual violence suffered and PTG was not significant for SCH group ($r(103)=.21$, $p>.01$). The results shows the importance of specialized complex help provision for women survivors of male partner violence, as this best predicts a higher PTG, therefore higher IPV victims' psychological functioning. This supports the importance of specialized client friendly help and accessibility. These and other implications for policy makers and specialists will be discussed at the conference.

PREVENTION OF OFFENSES AMONG POLICE OFFICERS

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Maryin M. I. Prevention of offenses among police officers Effective prevention of offenses among police officers is impossible without the research of the personality that committed the act. It is caused by the fact that the personality is the carrier of the reasons for committing crimes. It is obvious that no external circumstances can be the defining reasons for an illegal act if they aren't put at the same time on the internal determinants of human activity. Therefore, it is possible to speak about certain internal determinants of the personality of the employee committing illegal actions, that is, about a set of significant specific properties of such personality. Relevance of the work is proved by the need of development of a technique of psychological studying of the personality of employees for the purpose of early identification among them of the persons inclined to commit a crime, development of more perfect measures for the prevention of crimes. In the research we used an integrated interdisciplinary approach which united legal, social psychology,

psychology of the personality and allowed to establish the informal statuses on the tendency to illegal behavior in the office staff. There was developed a modified option of the expert-sociometric procedure implemented in the program of computer Monitoring, which is based on the activity determined by interpersonal elections on the basis of business and emotional preferences and allows to reveal indicators of individual statuses of employees in relation to the rules of law, observance of the rules of law within the implementation of office activity The confirmation results of the conducted research were found in the objective indicators of professional activity surveyed, in particular, in disciplinary practice. Data on service by employees in five years after the conducted research indicate essential distinctions in their office career. Thus, the offered procedure gives additional opportunities for timely diagnostics and effective prevention of illegal behavior among police officers.

COGNITIVE CONTROL AND SOCIAL COGNITION ABILITIES IN COGNITIVELY PATHOLOGICAL AGING

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Based on the existing research on cognitively pathological aging, the extent to which cognitive control processes (Cc) and social cognition abilities (SC) are interconnected is not clear. The aim of the three empirical studies to be presented was to examine whether and to what extent this relationship exists, as well as whether it is differentiated in vascular aging, Mild Cognitive Impairment (MCI), Vascular Dementia (VaD), frontal variant Fronto-temporal Dementia (fvFTD), and Alzheimer's Disease (AD). Participants (n=15 for each pathological group which was matched in age, gender, and educational level with the other experimental and control groups in its study) were given tests assessing inhibitory control, task/rule switching, and long-term planning for the measurement of Cc. A test developed to assess the ability to distinguish between sincerity, simple and

paradoxical sarcasm was given to measure SC. Emotion recognition was also assessed. The results indicated that both the level of Cc and SC as well as their interrelationships are significantly differentiated depending on the type of the pathology. Long-term planning decline was found to be the major index of cognitive decline in incipient VaD. Social cognition abilities were found to be severely reduced in early-stage fvFTD. Path analyses revealed more relationships between Cc and SC in MCI, compared to vascular aging. No relationships were found between the two constructs in VaD and AD. Hence, based on the differential pattern of decline in the different types of cognitively pathological aging, new diagnostic batteries that can cover all types of decline should be developed at the neuropsychological as well as the neurophysiological level.

STUDY OF PRESCHOOLERS' AND PRIMARY SCHOOL STUDENTS' PREFERENCES AS THE FIRST STAGE OF CO-DESIGN OF PUBLIC SPACES FOR KIDS

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Engaging children into various democratic practices is an important mechanism for their personality development in modern society. Based on the principle of participation, social experience of children is expanding. However, due to age, it is difficult for preschoolers and primary school students to express their opinions: their speech, imagination and reflection are not sufficiently developed, the choice is more often based on spontaneous reactions. Therefore, traditionally it is difficult to engage children into the process of decision-making. This is one of the reasons why Moscow playgrounds do not meet children's needs (Kotlyar, Sokolova, 2014; lakshina et al., 2018). The aim of the study is to develop the model of co-design of playgrounds. The first stage helps to answer the question: how to study children's preferences according to their individual and age characteristics. The theoretical framework is cultural-historical approach (Vygotsky), dialectical psychology (Veraksa), participative approach (Bertram, Pascal, Fthenakis). The study is based on the Convention on the Rights of the Child and the ethical code of the Russian Psychological Society. Participants are from 6 Moscow schools: 80 preschoolers (4-7 years old)

and 200 primary schoolchildren (7-10). The study is conducted by 17 trained teachers. Respondents are divided into contrast groups in terms of the level of dialectical thinking and typical gross motor experience. The methods of collective semi-structured interview, priority selection, commented drawing are used. To identify the level of dialectical thinking, the diagnostic technique "Unusual Tree" (Veraksa) is used. The data confirm that the methods of study are appropriate: the majority of preschoolers and students are able to express their preferences. However, the second drawing of the children with low level of dialectical thinking and poor gross motor experience doesn't principally differ from the first (playground: "unattractive" -> "attractive"), which indicates an undeveloped ability to transform objects to achieve their goals. Consequently, for these children, additional methods of enhancing imagination and the ability for creative transformation are required to help them express their preferences. The results of the study can be applied by social services, architects and designers of urban spaces to organize sessions of co-design with children.

TREATMENT PATHWAYS FOLLOWED BY PEOPLE WITH MENTAL HEALTH ISSUES IN INDONESIA: DOES MENTAL HEALTH LITERACY A MATTER?

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Decision on the treatment pathways related to mental health is influenced by many factors. People who have high mental health literacy tend to visit professional helper, such as medical doctor, psychiatrist, or psychologist when experiencing mental health problems. On the contrary, those who have low mental health literacy prefer other treatments provided by traditional healer, religious leader, or relatives that have distinct competencies on mental health treatment. Impact that need to be taken into account is that improper treatment not only worsening the prognosis of the mental health condition but also developing other health problems. Therefore, understanding treatment pathways and its determinant is important to promote community mental health. This research aims to investigate whether mental health literacy predicts the decision on the treatment pathways followed by people with mental health issues in Indonesia. A total number of 803 people, aged from 12 to 70 years old, participated in this study. The survey was conducted from

July to September 2018. The Help-Seeking Questionnaire and Mental Health Knowledge Schedule were used to measure treatment pathways and mental health literacy respectively. A multiple regression was run to predict treatment pathways based on gender, age, and mental health literacy. A significant regression equation was found ($F(3, 95) = 6.097, p = .000$), with an R^2 of .022. Both mental health literacy ($B = .030, SE = .009, p = .002$) and age ($B = .008, SE = .003, p = .008$) were significant predictors of treatment pathways, where sex ($B = .046, SE = .065, p = .474$) was not significant. In conclusion, mental health literacy was found to be an important determinant of treatment pathways followed by people with mental health issues in Indonesia. There was not a significant difference between male and female in term of decision on the treatment pathways related to mental health problem. Mental health literacy should be promoted in society, especially in younger age group, hopefully leading to increased help-seeking behaviour.

PERCEIVED INNOVATIVE BEHAVIOR DETERMINANTS IN TOURISM INDUSTRY IN WEST NUSA TENGGARA, INDONESIA

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Tourism industry is necessary to be innovative to survive, grow, and sustain in the competitive market. However, only few studies have examined the innovative behavior in tourism. Innovative Behavior defined as the intentional creation, introduction and application of new ideas within a work role, group or organization, in order to benefit role performance, the group or the organization (Janssen, 2000:288). The purpose of this research is to investigate the determinants of innovative behavior in tourism industry in West Nusa Tenggara. West Nusa Tenggara is chosen by the government of Indonesia as one of top ten tourism destinations in Indonesia. For data collection, we recruited 10 participants representing the actors in tourism industry, such as tourism businesspersons (e.g. hotels, souvenirs, culinary) and government. We conducted phenomenological data collection

procedure (Englander, 2012). Thematic analysis (Braun &Clarke, 2006) was performed to find determinants of innovative behavior. It is found certain common themes i.e. (1) participants have taken innovation initiatives; (2) innovation initiatives are driven by awareness of innovation importance; (3) The government and organizational supports are important to sustain benefits of innovation initiatives; (4) human resources and team work are significant factors to drive successful innovation behavior; (5) technology is necessary to obtain better innovation products; and (6) positive reinforcement is important to maintain innovative behavior in organization. Based on those findings, a hypothetical model is developed to exhibit necessary and sufficient conditions for improving innovative behavior.

EFFECTS OF PSYCHOLOGICAL CAPITAL ON THE INNOVATIVE BEHAVIOR IN THE TOURISM INDUSTRY

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The innovative behavior study has received enormous attention in the tourism industry. Previous empirical studies and official statistics indicated a rather modest level of innovation in tourism sectors. Many researches concerned about barriers to innovation in tourism industry, but little empirical study using positive organizational behavior approach has been conducted on the topic of innovation. This study aims to examine the relationship between psychological capital and innovative behavior. The subjects of this study were 91 tourism

industry players in Bara Nusa Tenggara, Indonesia. The results indicate that the overall psychological capital (self-efficacy, hope, resilience and optimism) is related significantly to the innovate behaviour i.e. $r = 0.46$ with a value of $p < .001$. Self-efficacy is the strongest significant predictor for innovative behaviour ($= 1.1678$, $p = 0.002$). Meanwhile hope ($= 0.3777$, $p = 0.328$), resilience ($= -0.1230$, $p = 0.688$), and optimism ($= 0.0353$, $p = 0.927$) are not significant predictors for innovative behaviour.

VALUES IN PARENTING PRACTICES OF INDONESIAN PARENTS: A CONTENT ANALYSIS STUDY

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The patterns of human behavior differ from era to era, making the social world very complex and dynamic. A number of scientific investigations revealed that phenomenon from many countries, as well as Indonesia. The ways in which people develop are shaped by social experience and circumstances. According to the perspective of developmental psychology, human behavior is formed through a long time learning process, since the early life. Parenting takes a leading role in developing individual behavior. Parenting affect how individual learns to think and behave, by means of instruction, rewards and punishment, and example given by the parent. Values that are believed by the parents have deeply influence to all behaviors and their attitudes and effect parent's relationship and decisions in parenting practices that furthermore define the behavior pattern of the children. The question then, what values are commonly believed by parents today regarding the child's future, and how do they affect their parenting practices?

This is a content analysis study with qualitative approach. Data were collected through online survey that used open questions. The three main survey questions include: (1) Parents' expectations for the child's future; (2) Abilities that are considered important for children to

grow and develop according to the expectations; (3) Efforts that need to be done in parenting practices. There were 265 respondents participated in this study, consists of parents who filled out the online survey during the period between 21-30 October 2018. Data were analyzed in five steps, namely: (1) Identifying concepts; (2) Defining relationship types; (3) Coding the texts; (4) Coding the statements; and (5) Displaying the result.

This study has strengthened the results of previous studies that individual focus values now have more influence on parenting practices carried out by parents. This finding confirms that the change in character of the generation is inseparable from the shift in parental values and the practice of parenting. The value that is considered more important is repeatedly emphasized in various moments of interaction with the child, both through direct stimulation, discussion, and indirect messages when communicating other topics. Greater attention from parents to individual values makes parenting practices that aimed at fostering sensitivity and various social skills less emphasis. This can be seen from the data about efforts to instill it in children that is far less than the effort to instill individual focus values.

A QUALITATIVE ANALYSIS FOR THE EFFECTS OF DIFFERENT MOTIVATION STYLES FOR EATING REGULATION

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The increase in unhealthy eating habits causes weight problems. Factors contributing to the weight issues are important points that need to be assessed in order to understand the problem and to intervene properly. Self Determination Theory (SDT) addresses people's motivational styles and proposes that motivations may differ when people want to change a specific behavior. The purpose of the present study was to provide a deeper understanding of the individuals with different motivational styles for regulating their eating behaviors. Semi-structured interviews were done with eight female participants with an age range between 24 and 34. Purposive sampling method was used for selecting the participants. Participants were falling into one of the four motivational styles category – namely autonomously-engaged regulator, obliged regulator, preoccupied regulator, and indifferent regulator – based on their scores on Regulation of Eating Behavior Scale (Pelletier, Dion, Slovinec-D'Angelo & Reid, 2004). For each motivational style, one participant with a normal body mass index (BMI) and one with an overweight BMI were selected. The semi-structured interviews lasted approximately 20 to 30 minutes. Interpretative

phenomenological analysis (IPA) was used as the qualitative analysis method for understanding the individuals' personal involvement in eating regulation behaviors. After the interviews, the transcriptions were evaluated, the recurrent themes were noted, and superordinate and subordinate themes were generated. The results showed themes of "self-evaluation of physical appearance", "others' evaluations of physical appearance", "eating habits", "eating regulations", "physical activity", and "emotions associated with weight issues". The differences and similarities of the themes for different motivational styles and BMI scores were compared. The results of interviews showed that there were negative feelings accompanying the weight issue. If the individual felt under pressure of others, try to regulate the eating behaviors for others, this pressure increased. Most of the results were independent from the BMI scores. They were rather related to the motivational styles. It can be said that autonomously engaged regulators had a healthier perception of the issues about weight; and indifferent regulators seemed not to carry the negative emotion and self-criticism burdens which can be a sign of learned helplessness.

USING IMPLICIT WORD-OF-MOUTH INFORMATION TO INCREASE ACCEPTANCE OF ONLINE BEHAVIORAL ADVERTISING

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Online Behavioral Advertising refers to any form of online advertising that is based on information the advertiser has about the advertising recipient, such as demographics, browsing or purchase behavior, information about preference, and geographic information. Because of its positive effect on revenues, online behavioral advertising has emerged as a major marketing trend worldwide. However, researchers have found that consumers remain highly skeptical of online behavioral advertising due to privacy concerns, which leads to a negative impact on users' acceptance. Two experiments conducted in the scenario of "Wechat moments" show that implicit word-of-mouth information based on Wechat friends help to increase consumers' acceptance

of online behavioral advertising. Specifically, experiment 1 shows that consumers' psychological reactance decreased significantly if they were told that the advertisement was also viewed by some Wechat friends. Moreover, experiment 2 suggests that such practice was generally more effective for products of high perceived risk than those of low perceived risk. Connecting researches of online behavioral advertising and word-of-mouth, the present research contributes to the literature of consumer psychology by showing how implicit word-of-mouth information will increase acceptance of online behavioral advertising. The results are also helpful to marketing practices in online advertising.

THE MEDIATOR ROLE OF AVOIDANCE COPING MECHANISM BETWEEN MALADAPTIVE PARENT MODES AND PSYCHOLOGICAL SYMPTOMS

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In the literature, schema modes and maladaptive coping mechanisms in schema theory are remarkable concepts due to their relationship with psychopathology. Especially, avoidance coping style draws attention with its relation with dissociation, somatization, and personality disorders. However, further research is needed to examine the relationship among these concepts. In the present study, the aim is to determine mediator role of avoidance coping mechanism between maladaptive parent modes and psychological symptoms. The sample of the study included 539 (371 females and 168 males) people between 20 and 68 years old who applied to an office of psychiatrist due to psychological complaints. An informed consent was given to the participants. Schema Mode Inventory, Symptom Check List 90, and Young-Rygh Coping Inventory were used as the assessment tool. Analyses of the data were conducted via SPSS and LISREL. After analyzing descriptive statistics, correlation analyses were utilized to determine relationship between variables. To analyze mediator role of avoidance coping mechanism, structural equation model (SEM) was used and findings were examined considering fitness of indices (Kline, 2005). Descriptive statistics

indicated that variables had normal distribution. The results of correlation analyses showed that there was a significant relationship between avoidance coping mechanism and psychological symptoms. According to SEM results, the overall goodness of fit indices from the analyses suggested that the proposed model provided a reasonably good fit to the data. ($\chi^2 = 3.27$, $df = 1$, $p = .07$, $NFI = .99$, $CFI = .1.00$, $RMSEA = .065$). Results of analyses indicated that maladaptive parent modes significantly predicted avoidance coping mechanism ($\beta = .26$, $p < .001$) and psychological symptoms ($\beta = .64$, $p < .001$). Moreover, maladaptive parent modes significantly predicted psychological symptoms ($\beta = .20$, $p < .001$) via mediator role of avoidance. Maladaptive parent modes explained %7 of the variance related to avoidance coping style while explaining %51 of the variance related to avoidance coping mechanism and psychological symptoms. In conclusion, a partial mediator role of avoidance coping mechanism was determined and this showed that dealing with avoidance initially could be important to cope with psychological disorders related to maladaptive parenting in psychotherapy settings.

THRIVE: HOW PSYCHOLOGICAL THERAPIES TRANSFORM LIVES AND SAVE MONEY

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Empirically supported psychological therapies have been developed for many mental health conditions. However, in most countries only a small proportion of the public benefit from these advances. The English Improving Access to Psychological Therapies (IAPT) program aims to bridge the gap between research and practice by training over 10,500 new psychological therapists in empirically supported treatments and deploying them in new services for the treatment of depression and anxiety disorders. Currently

IAPT treats over 560,000 patients per year, obtains clinical outcome data on 98.5% of these individuals, and places this information in the public domain. Around 50% of patients treated in IAPT services recover, and two-thirds show worthwhile benefits. The clinical and economic arguments on which IAPT is based are presented, along with details of the service model, how the program was implemented, and recent findings about service organization. Limitations and future directions are outlined.

SOLUTION-FOCUSED BRIEF THERAPY WITH SUBSTANCE-USING INDIVIDUAL: A SINGLE-CASE STUDY

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The majorities of the drug users are more likely to do self-intervention for their addiction rather than get proper help from professional, and turn out failed. Most rehabilitation centers in Indonesia use Therapeutic communities (TCs) as the main intervention. TCs are a common long-term—six to nine months—residential treatment for substances use disorders (SUDs). What about a patient who wants to get outpatient rehabilitation program? Solution-Focused Brief Therapy (SBFT) is one of the recommended therapies by clinicians working with SUDs. SBFT is a short-term, strength-based intervention which helps the client finding their own solutions to problems. This research was aimed to find the effect of SBFT on one person with SUDs. This research a single-case design where there were four sessions, each session lasted between 45 and 60 minutes. The pre and post test conducted were BAUM Test and “Draw a Person” Test. The tests were interpreted by an expert of those tests. In

addition, subjects self-report was included in the data analysis. In the first session, the subjects test results showed low self-esteem and social interest. It was supported by result of anamneses where he talked more about his flaws, his opinions that social group was not important to him, and his doubts that he could change to be a better person. After three sessions using some main techniques of SBFT,—scale questions, finding exceptions, and compliments—he showed some behavior changing in line with behavioral changes plan he composed in the sessions. Discussing about his changing behavior reinforced his behavior and enhanced his confidence to succeed. The post test results also showed the increase of self-esteem and social interest. SBFT is effective for increasing self-esteem and social interest of this substance-using individual. Further research with more subject and less limitation design is needed.

PSYCHOSOCIAL DIFFICULTIES AND STRENGTHS OF FATHERS OF CHILDREN WITH AUTISM SPECTRUM DISORDER

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In studies conducted with families with children with autism spectrum disorder (ASD), caregiving mothers reported more stress, anxiety, and depression (Bitsika, Sharpley and Bell, 2013). On the other hand, those families have individual strength to overcome continuous stress and anxiety of the situation (McCubbin and McCubbin, 1999). In the studies conducted with the parents of children with ASD focus on maternal experiences since the main caregiver has been mothers generally. In this study, it is aimed to investigate psycho-social difficulties and strengths of fathers with ASD children. The study group consisted of 61 fathers who have children with ASD ($M=42.21$, $S=6.58$). Fathers were asked to fill the scale set for their socio-demographic information form and open-ended two questions about being a father of ASD child. One of the questions is about difficulties in their life and the other one is about strengths that help them to overcome these difficulties. Answers of the fathers to open-ended questions were investigated by qualitative analysis. As a result of analyses, main themes for difficulties and strengths of being a father of a child with ASD were stated. Main themes for difficulties were

economic difficulties, difficulties on communicating with the ASD child, negative reactions from society, ignorance of teachers about autism, insufficient special education hours, inadequacy and commercial nature of training programs, low psychosocial support for the families, and limited interest to the other child in the family. Main themes for strength of the fathers were patience, parental consistency, education (special education, sports, music education, etc.), psychological support, family support to main caregiver, and religious-spiritual feelings. It has been stated that families with the child with ASD have some difficulties. However, these results both based on quantitative and maternal report mostly. In this study, it has been focused on father's reports by open-ended questions that can give qualitative information. Some main themes for difficulties can be influenced by socio-cultural (i.e., negative reactions from society) and socio-political (i.e., such as limitation of education hours supported by the government) focus on autism in Turkey. Moreover, the results will be discussed in the light of literature.

MOTHERS' DESCRIPTIONS OF CHILDREN WITH A DEVELOPMENTAL DISORDER AND THEIR SIBLINGS WITH TYPICAL DEVELOPMENT

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Growing up in the same family does not necessarily mean being treated very similarly by the same mother. This differential treatment contributes to a non-shared environment for the siblings. When one of the children has a developmental disorder, this gap is prone to be even larger. A possible mechanism of this difference can be the mother's perception of her children. The aim of the current research is to evaluate the similarities and differences between a mother's descriptions of her two children, one with a developmental disorder and the other with typical development. 40 mothers were interviewed about their relationships with each child and their children's temperament. The children's age ranged between 4 and 10. The diagnosis of the child included learning disabilities, attention deficit hyperactivity disorder, and mild cognitive deficits. 20 children with disability were the older child and the other 20 were younger. The interview scripts were content analyzed. The mothers reported a priority for the child with a developmental disorder. They paid more attention to and spent more time with the child's problems, and defined them as difficult. They also reported anxiety about the

child's future. The descriptions of the child with developmental disability included being emotional, sensitive, aggressive, stubborn and selfish. However, the child with typical development was described as either agreeable (easy, mature) or irritable (ambitious, jealous, and fond of the mother). Therefore, although the descriptions of children with developmental disorders were similar, the descriptions of the siblings have diverged in 2 directions. Studies show that mothers report behaving equally toward each child when they are asked directly and quantitatively. However, their children perceive being treated more negatively as compared to their siblings. With the help of qualitative approach, the current study has the advantage of comparing mothers' descriptions of each child. Moreover, mother's different perception of each child can be a possible underlying mechanism of treating them differently. Especially the siblings with typical development seemed to be perceived as either easy or uneasy. Temperament and developmental disorders should be investigated in relation to mother's parenting with an emphasis on siblings.

LANGUAGE SYSTEMS AS DETERMINANTS OF COGNITIVE PROCESSING IN VISUAL SEMANTIC SEARCH TASK

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Language and writing systems are important social practices associated with the development of specific features in cognitive activity. Preferences in cognitive patterns are associated with the language systems mastered previously. Thus, the grammar of Indo-European languages contributes to the idea of a world built of atomic blocks while Asian language systems tend to focus on the continuous nature of the world (Hansen, 1983). East Asian languages are characterized by high contextuality (Freeman & Habermann, 1996), whereas English-speakers teach their child to understand speech without context (Heath, 1982). There are several solid reasons to believe social and cognitive practices are mutually supportive (Nisbett, 2011). Plenty of research demonstrating that the use of two mental lexicons leads to the development of special cognitive skills appeared (Hermandes et al., 2001). It showed that writing system (alphabetic or hieroglyphic) and reading direction influenced cognitive processing strategies (Hoosain, 1991, Reilly, Radach, 2012). We assume that the users of hieroglyphic writing systems can demonstrate holistic patterns of semantic stimuli perception and show better results in reading vertically-oriented targets. In the current study, we compare performance and

eye-movement patterns of Russian, Japanese and Chinese students in a visual semantic search task which involved looking for English words among chaotically arranged letters of Latin alphabet. Number, spatial orientation of found words and oculomotor activity parameters (fixations, saccades and blinking) were registered with SMIREN eye-tracker. Data (analyzed with IBM SPSS Statistics) show that different search strategies are reflected in the proportions of fixation and saccade times. Mean saccadic amplitude for the group results of East Asian students grows twice as compared to that of the group of Russian students (11,5 vs 5,5; $F(1;394)=58,9; p<0,01$). The Kotval index comparison confirms the trend (ratio of fixation and saccade duration is 4,63 vs 10,17; $p<0,001$). As the task presupposed letter-by-letter analysis of the stimuli, East Asian students who chose the holistic strategy were less successful. Though, the percentage of successful identifications for vertically-oriented words was significantly higher among them as compared to Russian participants. Thus, the core hypotheses of the study were confirmed, suggesting further research into the influence of language system on cognitive processing.

EFFECT OF SOCIAL MEDIA INFORMATION ON RECRUITERS' HIRING DECISION MAKING PROCESSES: A POLICY CAPTURING APPROACH

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Organizations use social media information for various business purposes including personnel recruitment and selection. The literature on social media usage in the process of recruitment and selection is relatively new and controversial as the findings are inconsistent and mostly negative in terms of psychometric properties of this application. Regardless, research shows that practitioners' use of social media for screening purposes has been increasing constantly. Present study aimed to investigate how different information on candidates' social media profiles influences hiring decisions of recruiters and whether negative and positive information has differential weights on those decisions by using policy capturing method. Policy capturing method is used to assess decision makers' evaluative judgements in the light of available information (Zedeck, 1977). In the present study, initially, two focus groups were conducted with eight selection professionals in an attempt to identify the social media themes that would influence their judgements. Then, 64 summary social media reports were created, and they were divided into four different blocks. Following the creation of the reports, 82 HR professional, who were actively engaged in personnel selection in

their jobs, were given summary social media reports of 16 hypothetical candidates and they were asked to rate their likelihood to invite each candidate for an interview. Three negative (sharing confidential information about former organization, having conflicting information with resume, and making offensive sharings about different groups) and three positive information (having a profile which is congruent with organizational culture, being actively engaged in extracurricular activities, and sharing job related information and getting positive comments on them), that were rated as potentially most important in focus groups, were manipulated in a dichotomous way indicating whether that information could be inferred from the candidate's profile or not. Results showed that all six information significantly affected recruiters' hiring decisions while negative information being more influential, suggesting that social media information is more influential in screening out the candidates. The findings demonstrated that human resources professionals' decisions are affected by social media information even in the absence of scientific evidence supporting the effectiveness of social media as a selection tool.

DANCE THERAPY IN THE CONTEXT OF POSITIVE SOCIALIZATION OF MIDDLE AGED PEOPLE

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The primary form of communication is not verbal, but motory. Newborn children immediately move synchronously to the sounds they hear. Although many people will admit that they like to dance, their dance is just a reflex, incapacity to remain in place. Movement is our mother tongue, and dance, as a form of communication is more direct than speech. Dance allows us to understand movements and gestures that would otherwise go unnoticed, overwhelmed by verbal expression. The goal of the study was to examine empirical evidence of the effects of a comprehensive psychocorrectional dance programme on psychophysical and emotional well-being of healthy people as well as impact on their socialisation in the social context. The psychocorrectional programme lasted for a month and included a set of breathing exercises, pilates, melodance and some elements of melolistics. There was a quasi-experimental design with pre-test and post-test control. The sample included 40 people (average age – 34) with no health issues. The following toolkit was used: a biographical questionnaire, a test of differentiated self-assessment of functional state, the Big Five personality test and an original

test using projective methods. The results showed that such psychocorrectional intervention tools like melodance and melolistics arouse interest in developing proper personality and stimulate increased professional activity. After undergoing the programme, the participants have a high degree of focus in their actions, quickly react to a changing situation, they have a higher level of intellectual potential and a higher degree of openness to new experience. The hypothesis was confirmed about the increase in the differentiated self-assessment of functional state of the participants, statistically significant differences were obtained between the self-assessment of well-being, activity and mood before and after the dance class. Therefore, it can be concluded that participants who have higher rates on the “personal resources” scale, i.e. having a higher ability to work with new information, openness to new experience, had a higher self-assessment of activity before participation and more attentive to their own bodily sensations. This suggests that differentiated self-assessment of functional state increases with repeated classes, which certainly contributes to further positive socialization of the person.

IMPLICIT AND EXPLICIT PERCEPTION OF SOCIAL INFORMATION IN HEALTHY MALES AND FEMALES: HIGH-DENSITY ERP STUDY

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We aimed at studying brain electrical activity underlying implicit and explicit social cognition in healthy adults. In our study, gender differences in ERP components and behavioral measures were analyzed while our participants performed recognition of social negative, positive, or neutral situations. Our participants were healthy volunteers (26 females and 26 males), all performed two tasks with the same set of photographs. The stimuli were monochrome photographs showing pairs of humans or animals of the same species: they were neutral, positive or negative. The instruction for the Implicit Social Recognition (ISR) task was to press button 1 for a human and button 2 for an animal image. The instruction for the Explicit Social Recognition (ESR) task was to evaluate the kind of interaction between two subjects on the photograph – neutral, negative or positive. ESR task always followed ISR task. 128-channel EEG was recorded with sampling rate of 500 Hz and segmented -100 ms + 1000 ms from the picture onset. The evoked activity and behavioral parameters were analyzed for six categories:

human negative, neutral, and positive, and animal negative, neutral, and positive. The error rate was 1-3% in ISR and 3-17% in ESR. The inter-category differences were significant in males for both human and animal images ($p < 0.001$), but in females for human images only ($p < 0.001$). Motor reaction times (RT) were longer for males compared to females in all categories in ISR ($p < 0.05$) and ESR ($p < 0.01$) tasks. The inter-category differences were not found in ISR task, but they were significant in ESR task for human ($p < 0.001$) and animal images ($p < 0.02$) in both groups. The ERP differences between male and female groups were in the following windows: 1) early differences during the first 90 ms from picture onset; 2) 80-170 ms, including P120 component; 3) 170-400 ms, including N170/VPP and N250; 4) 400-1000 ms, corresponding to LPP. The differences in LPP were observed mostly in ESR task, and in ISR task they were seen for positive animal images. The topography of gender differences in ERPs and in RT measures depended on the task and the stimuli category.

EMOTIONAL MODULATION OF BRAIN ACTIVITY ELICITED BY ANGRY FACES IN PATIENTS WITH SCHIZOTYPAL DISORDER AND SCHIZOPHRENIA

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Facial expression recognition is distorted in schizophrenia. The schizotypal disorder can be considered a mild form of schizophrenia, sharing some features but showing better preservation of prefrontal brain regions. We investigated the differences in visual brain evoked responses to neutral and angry faces in patients with schizophrenia and schizotypal disorder. Only male participants took part in our study: 18 patients with paranoid schizophrenia, 17 patients with schizotypal disorder, and 55 healthy volunteers. Participants had to give a differential motor response to photographs of neutral and angry/aggressive people (total of 80). We recorded 128-channel EEG and analyzed the evoked brain activity elicited by neutral faces and angry facial expressions. The differences between the neutral and emotional conditions ($p < 0.05$) represented the emotional modulation (EM) of evoked brain activity in each group. The difference waves for neutral-emotional conditions were statistically compared between the patient groups. The EM was observed at early latencies in all groups: location corresponding O2 in controls, locations corresponding to O1 and F4-F8 in both patient groups, with additional spot

in F3-Fz-Fp1 in schizophrenia. EM in P100 component was found only in schizophrenia patients in the left central area. The EM in components N170, N250, and P280 was quite similar in scalp topography for controls and schizotypal disorder, while it was not observed in schizophrenia for N170 and N250. The central distribution of EM was found for N450 in all groups, and for the later latencies (Positive Complex), was found only in controls and in schizotypal disorder. The comparison of difference waves between the patient groups showed clear distinction in N170 in occipital areas with the left hemisphere preponderance. For the later latencies, the between group distinctions were located mostly in the left central and parietal areas. Our results indicate that EM in schizotypal disorder exhibits a general resemblance with EM in healthy controls at the latencies longer than 130 ms. We can suggest that certain steps of facial expression processing are preserved in schizotypal disorder. However, at the earlier latencies, the EM in schizotypal disorder has more in common with schizophrenia than with healthy controls.

ABSTRACT VERSUS CONCRETE NOUN ENCODING AND MAINTENANCE: HIGH-DENSITY ERP STUDY

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The metabolic studies provide evidence that the processing of abstract and concrete words may differ, e.g. the concrete nouns may elicit additional activation due to the mental imagery related to the word meaning. We aimed at studying brain electrical activity underlying short-term memory for different kinds of visual verbal stimuli. Our participants were healthy adult volunteers (17 female and 12 male), aged $24,8 \pm 5,5$ years. All participants performed delayed match-to-sample visual tasks. The stimuli were 5-letter Russian nouns. Participants had to memorize the first stimulus in a pair and compare it to the second stimulus presented with 2000 ms delay. The first stimulus was an abstract noun in one task (AW) and a concrete noun in the second task (CW). 128-channel EEG was recorded with 500 Hz digitization rate. We analyzed the visual response elicited by the first stimulus in a pair and the following slow potential (CNV). The inter-task differences ($p < .05$) were found in 60-650 ms time window from the first stimulus onset but not on the later latencies. The

earliest observed distinction between the tasks was in 60-90 ms in the central area where the negative component was larger in AW task. The component peaking around 160 ms and negative in posterior area (N170) was also larger in AW than in CW task. Components peaking around 250 ms and 320 ms and both positive in posterior area, both had larger amplitudes in CW task. The differences in components peaking around 160 ms, 250 ms, and 320 ms showed bipolar pattern on the scalp, i.e., larger positivity and corresponding larger negativity in anterior and posterior scalp depending on the polarity of the component. The positivity in the fronto-central area around 550 ms was larger in AW task, and the positivity in the occipital area around 600 ms was larger in CW task. Our results indicate that the encoding of concrete versus abstract nouns differs at several stages of visual verbal information processing in the brain. The maintenance of encoded information in short-term memory is not affected by the concreteness of the word.

DOES THE MOOD AT THE TRAFFIC HAS AN EFFECT ON THE JOB PERFORMANCE?

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In this study, the relationship between traffic mood, depression, anxiety, and job performance was examined. As the literature states, negative mood is positively correlated to depression and anxiety (Watson et al., 1995). Literature also suggested that depression symptoms were related to reduction in job performance (Adler et al., 2006). The scale used for mood is a pure measure of mood such as The Profile of Mood Scales (McNair, Lorr & Droppleman, 1971). Therefore, it could be a better predictor for depression and anxiety instead of direct effect on job performance. Anxiety Items and Depression Items of Patient Health Questionnaire (Kroenke, Spitzer, Williams, & Löwe, 2010), mood scale (Stokols, Novaco, Stokols, Campbell, 1978), and Individual Work Performance Questionnaire 1.0 were used (Koopmans, Bernards, Hildebrandt, de Vet, & van der Beek, 2014). A total of 200 individuals participated in the present study. A hierarchical regression was performed to assess the relationship between traffic mood, depression, anxiety, and job performance. The model included commute time at the first step as control variable. In the second step, mood was included into the model. At the last step,

depression and anxiety included into the model. After controlling the effects of commute time, mood explained nine percent of the variance. Negative mood was negatively related to task performance. This indicates that individuals who experienced negative mood at the traffic reported reduced task performance. In the second step, anxiety and depression explained seventeen percent of the variance, depression was also negatively related to task performance. Including the counterproductive behavior subscale as dependent variable, mood explained ten percent of the variance. Negative mood was found positively related to counterproductive behavior. Lastly, depression and anxiety explained twenty eight percent of the variance. Anxiety was found positively related to counterproductive behavior. However, when the contextual performance is dependent variable, results were insignificant. Results indicated that individuals who reported higher negative mood and depressive and anxious symptoms might have reduced job performance. Therefore, learning coping ways with negative moods on traffic can help preventing depression and anxiety related symptoms, thus could increase job performance.

THE METHODOLOGICAL BASIS OF PSYCHOLOGY ORIENTED TO RELIGIOUS CONFESSIONS

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The psychology of the personal existence cannot be developed outside of any value systems. The fact that human development can take place in different cultural environments with different outcomes does not mean that psychology can focus only on the common part of these development variations, even if one can be found. The situation is not better with so-called universal human values, which may be criticized as being not common to all people. As an example, we can consider the psychology of education, which primarily discusses the definite forms of education and training of children – the West World forms of education. Although the generalizability of these forms can be questioned in the reflection or in the comparison with other traditions of education, nevertheless that does

not negate its value in a certain (West) culture. Similarly, the psychology of spiritual development, although it cannot be based on any universal system of reference points, can propose the variants based on sustainable systems of spiritual development – religious confessions – which can and should generate corresponding to them forms of psychological knowledge. The question of how "universal" the resulting systems will be, how they can support each other, and what such confessional-oriented psychological enterprises can give the main "trunk" of the psychological "tree", which they are branches of, cannot be solved without trying to develop all these confessional forms, such as Christian, Muslim, Buddhist, and any other ones.

THE PROGRAM "REFLECTION 1" – THE CONDITION OF INTENSIVE FORMATION OF METACOGNITIVE SKILLS IN ELEMENTARY SCHOOL

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The aim of the study was to determine the conditions for increasing the intensity of the formation of metacognitive skills associated with reflection on ways to solve problems in children 9 years of age. The study was based on the statements of the theory of A.N. Leontyev on the development of mental formations in activity and the statements of the theory of V.V. Davydov on two types of thinking (theoretical and empirical) and reflection (substantive) and (formal) in solving problems. It was assumed that the original program "Reflection 1" creates conditions for the formation of substantive reflection. The program includes 32 types of non-standard problems with non-curricular content: 9 narrative-logical problems, 6 comparative problems (comparisons of schematic object representations), 8 spatial problems, 9 route problems (that involve movement of imaginary characters according to specific rules). Each problem type had three structural versions of tasks: find an answer, find the question, find a part of the initial conditions. The control group consisted of 127 children, the experimental group contained 131 children. These children

participated in 32 group lessons (weekly, September through May). Initial (September) and final (May) diagnostics of the above-mentioned skills were held in the experimental and control groups on the basis of special problems to determine the type of reflection. Comparison of the results of the initial and final diagnostics showed that in September, substantive reflection was carried out when solving diagnostic problems in the experimental group of 29.8% of children, in the control group – 31.5%, in May, respectively, 58.8% and 41.7% (statistically significant differences, $p < 0.01$, – used criterion * Fisher). The study creates conditions for improving the "Reflection 1" program: it is planned to include in the program tasks for self-compiling problems (similar to those solved) and tasks for checking ready-made solutions of problems, where it was necessary to choose from several options the missing part of the condition or the missing question. The research results show that the program "Reflection 1" contributes to more intensive (than usual) formation of metacognitive skills associated with reflection on ways to solve problems in children 9 years of age.

SOCIO-EMOTIONAL CHARACTERISTICS OF GIFTED ADOLESCENTS: SELF-CONCEPT, PERSONALITY, COGNITIVE COPING, AND PERFECTIONISM

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In this presentation, we examined the harmony hypothesis about gifted adolescents. Specifically, we report on characteristics of selected personality constructs among adolescent students identified as gifted in Slovenia, and we compare them with their peers who have not been identified as gifted. 804 students aged 14 to 18 years (59% females) composed the purposive sample of this study (ngifted = 307 and npeers = 497). Academic self-concept was measured with the SDQII (10 items), personality dimensions with the NEO-FFI-3 (60 items), coping strategies with the CERQ (36 items), and perfectionism dimensions with the LPM (30 items). All instruments were administered during regular class after obtaining parental consent. Preliminary analyses indicated adequate fit of the proposed models and acceptable internal consistency of scores ($.68 <a> .91$). Gifted students showed significantly and meaningfully higher academic self-concept than their peers did ($d = 0.69$). Gifted students had significantly higher scores on Openness and Conscientiousness, but only the difference on

Openness had a medium effect size ($d = 0.49$); no statistically or practically significant differences were found on Neuroticism, Extraversion, and Agreeableness ($d \leq 0.27$). With regard to coping strategies, peers of gifted students reported significantly higher levels of Catastrophizing, Blaming Others, and Positive Refocusing. On the other hand, gifted students reported higher Self-Blame, Acceptance, and Refocus on Planning. Effect sizes for these differences were in the small range ($d \leq 0.28$), but in keeping with what theory would suggest. Regarding perfectionism, gifted students showed significantly higher perfectionistic thoughts than their peers did on three dimensions, that is, Striving for Excellence, Order, and Sensitivity to Criticism, but only the difference on Striving for Excellence had a medium effect size ($d = 0.41$). The findings indicate that there are personality constructs that are more closely with gifted adolescents, but that gifted are not any more vulnerable and are not more likely to be prone to maladaptive functioning than their non-gifted peers.

THE OTHER-RACE AND OTHER-SPECIES EFFECT IN A SEX CATEGORIZATION TASK: AN EYE-TRACKER STUDY

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The other-race and other-species effect refers to a specific cognitive bias where the faces of other-races and other-species processed less efficiently compared to own-race and own-species faces (O'toole et al., 1994). Previous research showed during a face recognition task humans tend to process faces from their own-race more holistically than faces from other-races and other-species (Michel et al., 2006). Current study aimed to examine the gaze patterns of Caucasian participants while they were performing a sex categorization task with own-race (Caucasian), other-race (Asian) and other-species (Chimpanzee) faces. During the sex categorization task participants were required to respond as male or female to faces which were appeared in one of four quadrants of the screen. Behavioral results revealed that participants could successfully categorized the sex of Caucasian, Asian and Chimpanzee faces

(better than chance level), yet a strong other-race and other-species effect were observed in both accuracy and reaction time measurements. For the eye-tracking results, area of interest (AOI) analysis for five facial regions (eyes, nose, mouth, cheeks and jaw) revealed that, the eye region was the most informative area during sex categorization. The results in general showed that observers attended to the eye region more than other regions for all face categories (Caucasian, Asian, Chimpanzee). However, the eye was more dominantly fixated in own-species faces compared to other-species. Furthermore, the nose was more attended in other-race and other-species faces compared to own-race and own-species faces. Findings of the current study are consistent with the literature and suggest that other-race and other-species faces elicit different gaze pattern in sex categorization task.

STUDENTS' CHARACTEROLOGICAL PERSONALITY INTERNALS AS A FACTOR OF PSYCHOLOGICAL RISK AT PROFESSIONAL ACTIVITY IN FUTURE

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This research is devoted to the problem of training optimizing for future journalists, paying attention to their important professional qualities. E. Klimov, E. Pyr'ev, I. Solomin and others mean professionally important qualities as socio-psychological, psycho-physiological and psychophysical variables ensuring personal success in a particular profession. E. Klimov shows the profession of a journalist as a Person-to-Person activity by the criteria of the activity object, J. Holland relates it to the entrepreneurial personality type, I. Solomin, V. Oleshko, A. Shesterina and others note the creative labor type as the main. The purpose of this research is to study students' characterological personality properties as a factor determining the psychological risks for their professional activity in future. The hypothesis is: if a future journalist shows accentuated character traits, those traits will act as the psychological risks in their profession. They may not only lead to

professional mistakes, but decrease the overall professional productivity, entail faster emotional burnout, and early professional deformations. This research is performed using the method of determining the character accentuations by K. Leonard – G. Shmishek. The result is that only one fifth of the students may be marked as a harmonious personality type. The majority of respondents characterized by the presence of accentuation, manifested as maladaptive behavior tendency. Two dominant types of accentuation revealed: hyperthymic type and exalted type. In a harmonious form, they fully possess a range of professional qualities of journalists: hyperthymic, showing energy and adventurousness, tendency to social and organizational activities; and exalted, with its high susceptibility and aesthetic skills – to the creative activity. Nevertheless, the presence of character accentuation complicates students' personal and professional implementation.

TREATMENT OF CHILDHOOD ANXIETY DISORDERS

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Separation anxiety disorder (SAD) is one of the earliest and most common mental disorders in childhood, and a strong predictor of adult psychopathology. Despite significant progress in psychotherapy research on childhood anxiety disorders, no randomized controlled trial has been conducted with a disorder-specific treatment program for young children suffering from SAD. Forty-three children (ages 5-7) with SAD and their parents were assigned to either a 16-session disorder-specific SAD treatment program including parent training and classical cognitive-behavioral therapy (CBT) components, or to a 12-week waiting list group. Categorical and/or continuous data for anxiety, impairment/distress and quality of life were collected at baseline, after treatment/waiting list condition, and at a 4-week follow-up. Intention-to-treat analyses indicate that 76.19% of children allocated to the treatment group definitively no

longer fulfilled DSM-IV criteria for SAD at follow-up, compared to 13.64% in the waiting list group. Between 91 and 100% of children rated themselves or were rated by their father, mother or therapist as very much or much improved on the global success rating immediately after treatment. Results indicated large time by treatment condition interaction effect sizes ($d = 0.98-1.41$) across informants for reduction of distress/avoidance in separation situations after the test for the treatment condition. Further, parents reported significant improvements in impairment/distress in the child's major life domains and the child's quality of life. Treatment gains were maintained at the 4-week follow-up assessment. Results indicate the short-term efficacy of a disorder-specific treatment approach for SAD, and are among the first to indicate that CBT programs work with young children.

HEARINGS HAVE COLORS: A MIXED DESIGN STUDY OF SYNESTHESIA

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Synesthesia is a rare perceptual condition which a certain stimuli is experienced by at least more than one sensation (Beeli, Esslen and Jancke, 2008). Current study aims to understand the experience of synesthesia by the aid of individuals declaring to have synesthesia. In order to accomplish this aim, the research was planned to be twofolded. A mixed (QUAL-quant) design study was applied in order to understand how synesthesia is experienced by people having synesthesia. In other words, while quantitative part is necessary to confirm the self-report synesthetes (quant), qualitative design, Interpretative Phenomenological Analysis (IPA), addresses the main aim the research (QUAL). Firstly, self-report synesthetes was confirmed by

collecting data from both synesthetes ($N = 6$) and non-synesthetes ($N = 22$). Eagleman Synesthesia Test Battery (Eagleman et al., 2007) word and color lists was conducted to the both samples. Secondly, a semi-structured question list was applied to the synesthetes to give meaning to their experience by using the methodology IPA. Initially, results of quantitative study revealed that synesthetes stated consistently associated color with chosen words compared to non-synesthetes. Furthermore, four main themes were emerged from IPA which are (1) not being aware of rareness of experience, (2) denying of the rareness of experience, (3) determinants of associated colors and (4) stability of associated colors. The study is unique for using both

qualitative and quantitative methods to understand synesthesia including members of a family can be useful for better understanding of synesthesia. The study is significant for both a better understanding the experience of synesthesia and using the mixed-design for the synesthesia experience. References Beeli, G., Esslen, M., &Jancke, L. (2008). Time course of

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A HIGHLY NEEDED RESEARCH PROJECT ABOUT BEREAVED AFTER DRUG-RELATED DEATH (THE END PROJECT). BACKGROUND AND RESEARCH DESIGN

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Every year 250-300 people die in Norway because of drug use. Still there is little focus on the bereaved, what relief measures they need, and how they are met in society. Worldwide, there is also very little research on this socially marginalized group's situation. A major research project "Drug death related bereavement and recovery" (END), led by Professor Kari Dyregrov, started in 2017 at Western Norway University of Applied Sciences. The project team consist of drug death bereaved, user organizations (NGO's), the municipality of Bergen, professionals representing health and welfare services, and national and international experts on substance abuse, stigma, trauma and grief. An overall goal is to generate knowledge for targeted and adequate relief measures from the health and welfare services and contribute to a new discourse in drug policy on how society meets and protects this marginalized group of bereaved. Four studies are included (with these main research focuses): Study 1. What are the consequences and strains of drug death bereavement and how do the bereaved manage everyday life? Study 2. What assistance and

support do drug death bereaved receive, compared to their perceived needs? Study 3. How is the function of the bereaved reflected in the context of register data (e.g. sick leave, use of medication)? Study 4. How do the health- and welfare services handle drug deaths and what relief measures should be provided? 260 bereaved family members and close friends over 18 years from Norway participate in a large survey. From this sample, 35 parents, siblings and close friends participate in individual interviews. Study 4 examines data from a strategic sample consisting of six "case municipalities"; i.e. with highest rates of drug deaths in Norway. Data will consist of relevant national steering guidelines and documents, and data form focus group interviews with 120 health and social workers. This conference presentation will briefly describe how we study complicated and traumatic grief accompanied by stigma, guilt, relief, shame, and self-stigma after a drug-related death. Challenges regarding ethics, recruitment, response rate and generalization when studying this marginalized, invisible and vulnerable group of bereaved will be outlined.

THE ROLE OF SELF-COMPASSION, MINDFULNESS AND AUTHENTICITY IN THE RELATIONSHIP BETWEEN BODY IMAGE AND PSYCHOLOGICAL WELL-BEING OF WOMEN: A MODEL TESTING

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Many studies have shown that there is a significant relationship between the negative body image of women and their psychological well-being (Cash & Pruzinsky, 2002; Noles, Cash & Winstead, 1985). However, it is also important to examine whether some protective factors may play a role in this relationship. In recent years, few variables such as self-compassion, mindfulness and authenticity are found to have high and positive correlations with psychological well-being. Self-compassion is "being open to one's own suffering, feeling cared and kind toward oneself, behaving nonjudgmental to failures and accepting these failures and inadequacies as a human experience"(Neff, 2003). Mindfulness is "bringing one's complete attention to the present experience on a moment-to-moment basis" (Marlatt & Kristeller, 1999) purposefully and nonjudgmentally (Kabat-Zinn, 1994). And authenticity is defined as "the unobstructed operation of one's true or core self in daily enterprise" (Kernis & Goldman, 2006). Although

the relationship between some of these variables and body image was investigated, the evidence remains limited to determine the direction of this relationship due to the correlational study designs. Furthermore, to our knowledge, no study investigated the role of authenticity, mindfulness and self-compassion in the relationship between body image and psychological well-being. Therefore, we hypothesized that people's dissatisfaction with their body may not have a negative impact on psychological well-being due to the self-compassion, mindfulness and authenticity levels. Or, vice versa, psychological well-being levels may reduce if individuals with body dissatisfaction have not enough experience with these protective variables. In order to test these hypotheses, a model testing will be conducted with 300 female participants. The data will be collected online and analyzed using the Structural Equation Modelling. The results will be discussed within the scope of the literature.

SOCIO-PSYCHOLOGICAL APPROACH TO A KINSHIP DEVELOPMENT IN A YOUNG FAMILY

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The crisis phenomena in the modern family can be viewed as a search for new forms of kinship relationships that would be more responsive to the changing social reality. In this reality a person, being included in many interactions, suffers an acute shortage of trusting, spiritually filled and emotionally mature relationships. In this regard, the actual question is to define the criteria for kinship. On the one hand, among the blood relatives (biological kinship), sometimes there is such strong hostility that people from the same family are perceived as strangers to each other. On the other hand, such close ties (social kinship) are formed between completely non-native people, that they do not hesitate to call each other relatives. In both of these phenomena, from a socio-psychological point of view, it is interesting to search for the border beyond which the factors of interpersonal and intergroup interaction of people come into play over the biological foundation of the unity of the human race. One of the starting points in this search may be a young family, in which two non-native people (spouses) form a social development

environment for the future kinship community. In addition to the pronounced interpersonal component in the communication of spouses, a young family is also the interaction of their parents, i.e. fully intergroup interaction. Analysis of the literature about satisfaction with relationships in a young family and our own research show that similarity of the conditions that the parents of the spouses created during childhood and adolescence is one of the key factors of young family stability. In the first approximation, we can talk about the following socio-psychological criteria of the kinship formation in a young family: 1) acceptance of the partner image; 2) similarities in the perception of the family structure of the parent family (the system of family lifestyle – Kunitsyna, Yumkina 2015); 3) similarity in fundamental values. Further research is aimed at deepening a number of aspects in the family structure and searching for structural relationships in the analysis of already established families of parents and the emerging families of their children.

THE TURKISH ADAPTATION OF SELF-PRESENTATION TACTICS SCALE: PRELIMINARY RESULTS

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Self-presentation tactics scale (SPT) is a measurement which was developed to assess self-presentation which is defined as the process of controlling how people are perceived by others. Self-presentation allows people to represent themselves in certain situations in certain way. A 64 item scale was originally developed by Lee, Quigley, Nesler, Corbett and Tedeschi (1999) to measure 12 different self-presentation tactics which are merged into two categories: self-assertive and self-defensive. The aim of the present study was to measure the psychometric properties of the Turkish version of SPT. The data was collected from adult population via online and paper-pencil forms. The participants were 346 (F: 228, M: 116, 2 not specified) adults with a mean age of 30.33 (SD: 10.97) ranging between 18-63. An explanatory factor analysis with Direct Oblimin Rotation was

conducted. 13 items which were loaded more than one factor or not loaded any of factors excluded from the scale. 9 factors were extracted with Eigen values higher than one at the final analyses. 58.13% of the variance was explained by 9 factors. Internal consistency of the subscales varied between .67 and .90. The Cronbach Alpha of the total scale was .93, which indicates high internal consistency. Results of the study showed that apology, exemplification, intimidation and self-handicapping items are grouped in separate factors same as original scale. However, other subscales merged with another subscale in one factor. These combinations may result from the different perceptions about tactics in Turkish sample. Confirmatory factor analysis will be carried out in order to test two models (12 factors vs. 9 factors).

BRIEF PREVENTIVE INTERVENTION EFFICACY STUDY

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Preventive brief interventions are becoming important in clinical practice. This research is devoted to the study of the psychological effects of brief intervention aimed at Fetal Alcohol Syndrome (FAS) prevention. The intervention design is based on the health belief model and the model of stages of change. Beliefs about personal risk and expected consequences were considered as a behavior change mechanism. Previous results indicate that women are ready to change their convictions under the influence of information from significant sources, which determined the main elements of the program: information brochures and brief intervention carried out by an OB/GYN physician. Brief intervention is a psychological counseling method, based on motivational interviewing principles, focused on client's problems and aimed at motivating positive lifestyle changes. Research into the effectiveness of brief health interventions requires equability in their implementation. Therefore, in the current study special attention was paid to training physicians the standard intervention procedure and the implementation of reliability criteria in the process of its realization by

specific specialists. Study sample consisted of 280 childbearing age women: 140 made up the experimental group (brief intervention) and 140 – control (passive informing – brochures). The study used methods developed by the FAS Prevention Research Group and was conducted in women's clinics in St. Petersburg, Russia. The study results before the intervention showed that the majority of women (77%) did not have knowledge of FAS and were characterized by a fairly high level of alcohol use: 100% of the sample at least once in the last 90 days consumed alcohol at risk (4+ doses at one time). Women planning a pregnancy did not differ from the total sample by their drinking style. The results of the study, 12 months after, showed that the level of FAS knowledge in women increased in both groups, however, participants from experimental group significantly more often had more accurate knowledge. The attitudes towards alcohol use during pregnancy also changed in both groups, but in the experimental one, these changes occurred much faster. The same trend was observed in relation to real alcohol use. Thus, the study results indicate the brief intervention efficacy.

A PROTOTYPE SCALE FOR THE VALIDATION OF THE NEO-FUNCTIONALISM THEORETICAL CONSTRUCT

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The Neo-functionalism theory in psychology asserts the complex and integrated psychobodied functioning of human being depending on the multidimensional integration of four levels of functioning: cognitive-symbolic; emotive; motor-postural; physiologic. During Neurodevelopment, the complex and congruent embodiment of the human functioning is achieved through the "Basic Experiences of Self" (BEsS), that represent the functional way the child skills daily activity along his/her development from the beginning of life. The BEsS are organized in a typical "Configuration of Functions". The Functions already exist when the child is in the womb and, congruently to life situations occurred during child development, assume different nuances along the gamma of values between opposite polarities (i.e., trust-distrust, happiness-unhappiness, mobility-immobility, etc.). Being interconnected and normally adequately variable from one polarity to the other, the Functions will be typically organised in a configuration that is specific for the BES. This study is the first attempt to validate the theoretical construct of Neo-Functionalism, building a psychometric diagnostic scale. We chose three Basic

Experiences of the Self (BEsS) among the twenty-two ones recognized: "Vitality", "Letting go" and "Contact". An evaluation form for each BES reports thirty Functions drawn in their dyadic polarity with points from 7 to 1 to quote the gamma polarity of the Function, according the Osgood Semantic Differential Scale. Twenty-four videos of newborns and infants up to 3 years of age, showing the studying BEsS in their spontaneous activity, were collected and submitted to thirty-three experts in Functional Psychotherapy. N. 840 evaluation forms were admitted to the study; SPSS 20.0 software was used for data analysis. Means and Standard Deviations for thirty Functions were calculated for every BES. ANOVA showed significant differences among almost all the Functions of the three BEsS, according the congruent meaning reported in the Neo-Functionalism's Theory. A good scale's internal consistency and reliability was confirmed by a Cronbach's Alpha Index (Vitality=.87; Contact=.80; Letting Go=.79). The validation of the construct will be useful to confirm theoretical framework of Neo-Functionalism and offer a basis to the construction of a scale to be used in clinics.

AN UNDERESTIMATED CONCEPT: INDIVIDUAL DIFFERENCES IN ONLINE DISINHIBITION EFFECT

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Introduction Research show that individuals behave differently in online and face to face contexts¹. Online disinhibition effect covers a situation in which social restrictions are loosened online and allowing individuals to behave in a relatively free manner². Although disinhibition effect mostly studied in relation to problematic behaviors³ the concept by itself is not positive or negative²; rather, its effect depends on individual differences. Although it is not a new concept, it is rarely measured and therefore correlates of online disinhibition affect rarely mentioned. To this aim, based on Social Identity Model of Deindividuation (SIDE)⁴ a measurement tool has been developed and its communicational and personality correlates was examined. 517 university students (F: 266, M: 251) participated in the study (M = 21.18, SD = 2.47). Ten item personality scale⁵ and communication skills scale⁶ was applied. Online disinhibition scale (OSD) was developed by researchers. Results of CFA showed a moderate fit (χ^2 : 248.010, 2/df: 3,397, P: .00, CFI: .93, GFI: .94, RMSEA: .06, SRMR: .05). Result Hierarchical regression analysis was conducted for both factors (facilitated communication and reduced responsibility of negative consequences) of OSD. Gender entered at the first step, followed by personality factors and communication skills. Gender (B= -1.07), extraversion (B= -.60), neuroticism (B= -.60) and self-expression (B= -.54) significantly predicted facilitated communication. For reduced responsibility of negative consequences, gender (B= .99), conscientiousness (B= .11), openness to experience (B= -.50) and self-expression (B= -.26) are significant predictors. Discussion Findings suggest two factors of OSD is associated with different individual characteristics. Being a

woman, scoring low on extraversion and neuroticism as well as self-expression skills are positive predictors of facilitated communication effect whereas for reduced responsibility factor; being a man, scoring low on conscientiousness and openness as well as self-expression skills are significant positive predictors. Results aim to provide a new measurement tool to the literature and further information on correlates of online disinhibition effect as a psychological state. Findings can help researchers integrate online disinhibition as a moderator variable in their research and help to extend the interpretations being made in terms of psychosocial effects of online communication. References 1 Amichai-Hamburger, Y., Wainapel, G., & Fox, S. (2002). "On the Internet no one knows I'm an introvert": Extroversion, neuroticism, and Internet interaction. *Cyberpsychology & behavior*, 5(2), 125-128. 2Suler, J. (2004). The online disinhibition effect. *Cyberpsychology & behavior*, 7(3), 321-326. 3Lapidot-Lefler, N., & Barak, A. (2015). The benign online disinhibition effect: Could situational factors induce self-disclosure and prosocial behaviors. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 9(2). 4 Reicher, S. D., Spears, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. *European review of social psychology*, 6(1), 161-198. 5 Hasan, A. T. A. K. (2013). The Turkish adaptation of the ten-item personality inventory. *Archives of Neuropsychiatry*50(4), 312. 6 Owen, F. K., & Bugay, A. (2014). Developing a communication skills scale: Validity and reliability studies. *Mersin University Journal of the Faculty of Education* 10(2).

EVIDENCE-BASED PSYCHOLOGICAL AND EDUCATIONAL INTERVENTIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

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Autism spectrum disorder (ASD) is a lifespan developmental disorder that manifests within the first years of life primarily through difficulties in social communication and social interaction, and the presence of focused repetitive, restrictive or stereotyped behaviors, interests, and activities. This disorder is characterized by striking heterogeneity both in its presentation and etiology. The estimated world prevalence of ASD is close to one percent. Given the explosion in published psychological and educational interventions for ASD over the past several years, this review talk highlights the latest trends in interventions for children with complex learning and developmental needs. Recent efforts in intervention research focus on meeting standards of scientific evidence and emphasize the importance of strict adherence to the principles of high quality research and evidence-based practice. According to recent systematic reviews, all evidence-based comprehensive intensive intervention programs for children with ASD are based to some extent on the scientific discipline of Applied Behavior Analysis (ABA). Such intensive behavioral interventions have the power to improve the trajectory of development of a child with ASD. In particular, meta-analytical

studies have demonstrated substantial improvement in IQ scores and adaptive behavior in children receiving early intensive ABA-based comprehensive interventions. Moreover, the majority of evidence-based focused interventions (designed to address a specific set of skills/goals) for ASD are either ABA-based or are included in ABA-based comprehensive intervention programs. The majority of adults with ASD do not live independently, although outcomes are much better for those adults who received early diagnoses and appropriate treatment as children. Thus, early diagnosis and comprehensive behavioral intervention starting as early as possible, within the first years of life, are imperative. Importantly, there is a growing interest in modular interventions, which allow a high-degree of individualization for each child with ASD, while meeting the standards of evidence-based practice. An increase in the number of rigorous evaluations of different interventions conducted in real-world settings with outcomes focused on core deficits in ASD augurs well for wide dissemination and implementation by qualified nonspecialists in the community.

PARENTAL POSITION AS A FACTOR OF SELF-ESTEEM DEVELOPMENT IN ADOLESCENCE

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The development of self-esteem of adolescents is largely due to the parental position. The research was aimed to study the relationship between the characteristics of the parent position and the characteristics of adolescent self-esteem. The parent position is a complex structure that includes the following components: value (motives and values of education), cognitive, emotional (acceptance/rejection of the child) and behavioral. The cognitive component could be defined as 1. mental representation of the child's age and individual personality traits; 2. parent's self-image as a) the "ideal" parent, b) real I – "I'm like a parent what I am" and c) what I would like to be, d) how the child perceives me; 3. mental representations of the goals and methods of education. The features of the parent position are stability/inconsistency, flexibility/rigidity, reflexivity, criticalness, predictability, satisfaction with parenthood and readiness for self-development. In adolescence separation of maturing children from parents leads to the increasing of ambivalence and emotional coldness, detachment in parent-child relationships. The techniques ADOR (Shhaffer) and "Parent-child interaction" (I. Markovskaya) were used, 470 adolescents aged 14 to 17 years

participated in our research. The ratio of the perception of parent-child relations among adolescents and parents revealed a discrepancy in some parameters. Adolescents rate emotional acceptance, intimacy, cooperation lower than parents; but demanding, rigor, the level of control higher than their parents. The study of the role of parent-child relationships in the formation of adolescent self-esteem revealed the significant influence of the parent position on the self-esteem. The empirical data allowed us to highlight harmonious parent position, distant parents, accepting inconsistent parents, accepting mother/authoritarian rejecting father, and accepting father/authoritarian rejecting mother. It was cleared that parent's acceptance is a key variable determining the adolescent's self-esteem. The inconsistency of controls, requirements and prohibitions influence on the self-esteem of adolescents in accordance to the level of parent's acceptance. The disharmony of the parental position as the discrepancy between the acceptance and adequacy of the methods of education adversely affects the adolescent self-esteem, leads to ambivalence and disharmony of self-esteem. The study was supported by the Russian Foundation for Basic Research under the project 18-013-01213.

PROACTIVE ROLE CRAFTING AND PERCEIVED EMPLOYABILITY IN WORKING UNIVERSITY STUDENTS

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Most Australian university students also work part-time jobs to support themselves, a trend seen across many countries. We examined the relationship between proactive personality and perceptions of both current and future (graduate) employability among these working students. Proactive personality has been identified as one of the most important personal resources in career success (Fuller & Marler, 2009), but few studies have examined its relationship with perceived employability, especially among those who are still studying towards their future careers. According to general models of proactivity (Seibert, Kramer, & Crant, 2001), proactive people seek out opportunities to initiate changes in their environments to better suit their needs. Thus, we examined whether the mechanism by which proactivity was related to perceived employability was through engaging in crafting of their dual study and work roles. Role crafting has been associated previously with higher perceived employability (Akkermans & Tims, 2017). We expected that higher proactivity would relate to greater crafting behaviours and via that to greater perceived employability. A cross-sectional survey-based design was used. Participants comprised 400 Australian university

students (mean age 23.5 years; 80% female). We administered measures of proactive personality (Bateman & Crant, 1993), crafting of job and study roles (Slemp & Vella-Boderick, 2013), and perceived current and graduate employability (De Witte, 1992). SEM (via AMOS 25) was used to test the hypothesized mediation model. We found good fit for the indirect effects model, $\chi^2(73)=131.81$, $p<.001$, $\chi^2/df=1.81$, $CFI=.98$, $TLI=.98$, $RMSEA=.05$, although fit was improved by adding direct paths from proactivity to employability. 95% bootstrapped confidence intervals were generated to test the indirect effects. Job crafting completely mediated the relationship between proactivity and perceived current employability, while study crafting partially mediated the relationship with perceived future employability. We concluded that the capacity to craft their study role, which is generally their main role, rather than their secondary part-time job role is what is important in fostering students' perceptions of future graduate employability. However, job crafting fosters current employability. There was evidence of different mediated paths depending on which role was crafted and whether current or future employability was measured.

DANCE FOR A BETTER LIFE: EXAMINING THE IMPACT OF DANCE ON WELLBEING

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Present study attempts to understand the intervening mechanism, which transforms the impact of dance on wellbeing. The underlying idea is to explore the applicability of an existing framework of positive emotions and wellbeing (Nath & Pradhan, 2012). Data is collected using standardized measures on a sample of 240 students and working professionals. The age range of the participants is 15-35 years. Analysis of variance is conducted to assess the difference in reported wellbeing among dancers and non-dancers group. Results indicate that dancers group reported experiencing significant amount of greater positive emotions and well being as compared to non-dancer group. Further

mediation analysis is done to examine the underlying mechanism between dance and wellbeing. Providing support to the adopted framework (Nath & Pradhan, 2012), the findings show that the act of dancing induces positive emotions and eventually builds psychological resilience. Psychological resilience functions as a buffer to deal with adversity resulting in greater experience of well being in the long run. The study has major implications in theoretical advancement of positive emotions, designing of training programs on enhancing well being through dance, and development of positive therapeutic techniques.

PREDICTORS OF COMPULSIVE ONLINE BUYING BEHAVIOR AND POSSIBLE ROLE OF MEDIATOR VARIABLES:IMPULSIVITY, INTERNET ADDICTION, MATERIALISM AND PSYCHOLOGICAL DISTRESS

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With the rapid increase in technological developments, psychological problems related to these developments have started to increase as well. For example online shopping makes life easier for people, however, sometimes starts to create problems as an addictive behavior too (Faber & O'Guinn (1992). It is important to examine the variables associated with online shopping addiction in the Internet. Thus, in this study, the relationship of internet addiction (Manchiraju, Sadachar, & Ridgway, 2016), impulsivity, materialism, loneliness, life satisfaction (Manchiraju, Sadachar, & Ridgway, 2016), depression-anxiety-stress variables with compulsive online buying behavior was investigated. Totaly 578 volunteers from different cities of Turkey participated in this research. Firstly predictors of online compulsive buying

behavior were identified. Then possible mediator model was tested to determine their roles between the compulsive online buying behavior and other variables of the study. The findings have shown that; internet addiction, impulsivity, depression-anxiety-stress and materialism predicts compulsive online buying behavior. In addition, the indirect effect of internet addiction on compulsive online buying behavior through materialism; the indirect effect of depression-anxiety-stress on compulsive online buying behavior was found to be mediated by the role of internet addiction. Lastly, ur study pointed out that variables of our study important interms of both understanding of mechanism of compulsive online buying behavior and developing possible interventions methods.

DISORDER OR DISABILITY OF A FAMILY MEMBER AS COPING PROCESSES IN FAMILIES PREDICTOR AND MODERATOR.

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Amount of studies, using observational model and allowing to estimate the impact of disease or disability of one family member to the family system is limited. As a model of studying of family adaptation to chronic stress, mechanisms of its contagion and transmission and coping we used families with a patient. We studied 156 family with adolescents (412 individuals), including 34 families with blind, 28 with deaf, 69 families with healthy adolescents. To estimate effects of child's as well as parent's disorder on impact on family system, additional group of 25 families with mothers suffering from neurosis was studied. Using 9324 event sampling, we examined their stress and coping experiences (Perrez, Schoebi, Wilhelm, 2000). Family members were instructed to daily report everyday stressful events, stress emotions, causal attribution, coping and coping outcomes. The nature of stressful emotions and the choice of coping behavior were most influenced by causal attribution and the controllability of a stressor. These processes of cognitive evaluation of a stressor were most affected by moderation (strengthening or weakening) as a result of

influence of family member's illness. Regression analysis proved that sensor defect of a child can predict both child's own stress characteristics and the same parameters of his parents. In our research blindness of a child was a moderator that increased the impact of mother's internal control over stressor on father's internal control over stressful situation. The blindness of a child became a moderator that strengthens the father's internality in controlling the stressor, especially when they considered themselves as the culprits of stress. We found that blindness has the most destructive effect on coping-competence of a family. Mother's neurosis was one of the predictors of father's causal attributions, his inadequate coping and mental health. Mother's neurosis was a moderator, decreasing positive impact of mother's adequate coping on father's adequate coping. In families with a patient or a teenager with disability specifics of father's causal attributions was in ignorance that neurotic wife or a child with disability can be a source or subject able to control stressor or solve the problem. Supported by RFH project 16-06-00228

EARLY-LIFE ECONOMIC DISADVANTAGE AS AN ANTECEDENT OF MASTERY BELIEFS IN ADULT AGE

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Early-life experiences of economic disadvantage may have long-lasting consequences for individuals' wealth, health, and well-being. To explain these effects, past research has linked child poverty with greater family stress (for a review, see Duncan, Ziol-Guest, & Kalil, 2010) and also with impaired executive function (e.g., Kim et al., 2013). Few studies, however, have focused on the role of poverty in the development of social cognitive phenomena, such as personal beliefs. Beliefs are likely to develop through children's interactions with their environment, remain relatively stable over time, and may guide judgements, feelings and behaviors. In an attempt to broaden our understanding of the mechanism underlying child poverty effects on later life psychological and behavioral outcomes, I present a study that focuses on the impact of early-life poverty on mastery beliefs in adult age. I hypothesize that children growing up in poverty develop lower mastery beliefs as a function of

unfavourable family environment and lack of successful mastery experiences. To test the proposed hypothesis, I combine two datasets from the Longitudinal Surveys of Youth that followed 6,283 women (NLSY79) and their children (NLSY79 Child and Young Adult) from 1979 to 2014. To assess children's economic disadvantage and family environment in childhood, I use the data provided by their mothers. To assess children's mastery levels, I use their responses to the Pearlin Mastery Scale at ages 15 (first assessment), 23, and 31 (last assessment). The results will add to the existing literature on the mechanism underlying child poverty effects and inform policies aimed at alleviating those effects. In particular, those who grew up in poverty might benefit from mastery-based interventions aimed at developing a positive sense of mastery and improving individuals' emotional and behavioral outcomes.

YOUR HELPING DOESN'T HELP AT ALL: REPRODUCING GENDER INEQUALITIES IN DOMESTIC LABOUR

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Although women's appearance in paid employment and public life increases, men's appearance in home increases as well. These New Men, who engage in domestic realm of home, differ from husbands of traditional housewife (Pink, 2004). Despite the fact that women's participation in paid employment and adoption of egalitarian values are increased day by day, women are still responsible primarily for household chores (Dixon & Wetherell, 2004; Singleton & Maher, 2004). However, even the contributions of men in household realm are limited, it is important to investigate that how men interpret these contributions, which subject positions they take, how they negotiate their identities and which strategies they use while they speaking about division of labour. Analysis of everyday discursive practices in the home via how men define their contributions to household labour and negotiate ideological dilemmas about gender is important for investigating gender inequalities in domestic labour. For this purpose, we conducted a one-to-one semi-structured interview with 19 heterosexual men, who ages 28-40, full time employee, and who were married with working women. The interviews were audio-

recorded and later transcribed for the analysis. The data was analyzed by endorsing critical discursive psychological approach. The results of the study revealed that men used "helping" repertoire while explaining their contributions in household labour. Men positioned their wife as primary responsible for domestic labour and constructed their identities in the home as "helpers". Moreover, they legitimated their limited contributions to household labour with various discourses such as exaggerating public responsibilities, indicating being tired because of the work, and being untalented about housework, and not being talented as much as their wives. Additionally, it was revealed that men were engaged in household work which was traditionally masculine, such as repairing or fixing, and they positioned themselves as primary responsible for these works. These discourses contribute for maintaining gender inequalities in the household and women's subordinated position in gender relations. Revealing these discourses is important for changing the gender ideology while changing the everyday discursive practices, since discourse and ideology produce each other.

FORGIVENESS AS A BASIS FOR CONCILIATION IN THE SCHOOL MEDIATION PROCESS

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School interpersonal conflicts are specific in terms of resolution, results, and the underlying values. This is not a conflict of interests, but a meaning associated with self-incomprehension and incomprehension the others generating acute emotions. The values of friendship, love, trust, human dignity become «profaned», which is manifested in extremely pronounced violence against yourself and the others. The ways of the result of working with school conflicts differ from those in legal practice. The result is self-comprehension and comprehension the others, overcoming negative experiences, restoring of confidence and forgiveness, ensuring the continuation of the relationship. The most acceptable means of mediation is a dialogue and narrative practices. The narrative interview reflects the narrator's emotions in accordance with his values, ideas about himself, other people, the world, which allows the mediator to understand the «semantic core» of the conflict, to work further in the context of the dialogue, actualizing mutual understanding and mutual acceptance of the participants in the conflict, accompanied by experiencing forgiveness and

repentance. The basis of forgiveness is the acceptance of the other as a different one, an awareness of the other's right to be different. The mutation of the participants of the conflict is due to the reflection of the interaction situation, the content and motives of the conflict. Forgiveness is of particular importance in Russian culture, along with the concepts of "conscience", "truth", "soul", "fate", as forming the national mentality (Mayorov, Brileva, Verzhbitskaya). The discovery of the «otherness» of the other and the actualization of reflection occurs in the dialogue. We understand the dialogue as the process of actualization of the «spiritual self», from the point of view of conscience (Florenskaya) in ourselves and in the interlocutor. Self-comprehension and comprehension the others occurs when a person has a relation with himself and the situation of communication «being outside», revealing himself through the eyes of another person. The task of the mediator is to help the interlocutor to discover his «spiritual self», actualize the «dominant on the other» and the voice of conscience.

THE GROUP DYNAMIC DURING IN ONE-YEAR-LONG EXPOSITION TO ICE CONDITIONS IN POLISH POLAR STATION ON SPITSBERGEN

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Each year a small group of Polish researchers and technicians is staying on Spitsbergen to work in the Polish Polar Station. Their work conditions are characterised as: Isolated-Confined-Extreme (ICE; Sandal, Leon, Palinkas, 2006). The unique combination of social and environmental factors poses many challenges for human physical and psychological functioning (comp. Palinkas, 2003; Leon, Sandal, Larsen, 2011). We have conducted the one-year-long study measuring changes of individual characteristics and the whole group dynamic and their origins – social or environmental. Data were collected in three ways: (1) before the expedition leave and after return; (2) for a whole-year by sending each month questionnaires through the internet; (3) directly in the Polish Polar Station. The social network

analysis (prepared in SocNetV-2.4.) of monthly changes in the group closeness will be presented. Data will be compared with changes in individual psychological states (stress level, positive and negative emotions, perception of positive and negative events, depressiveness and anxiety level) and changes in environment (polar day and night, temperature). Main conclusions are that: the individual characteristics have minor impact on the adaptation to ICE; the surrounding factors do not have such a big impact on one's adaptation as they use to have; the group dynamic depends more from situational factors than from environmental one, however there is partial support for winter-over syndrome existence.

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL TIME AND ROLE-PLAYING REPERTOIRE OF MANAGERIAL IDENTITY

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The relationship between time and identity has been intensively discussed by philosophers. They tried to figure out how identity related to time. An American psychiatrist Frederick T. Melges examined some cases in which the sense of time and of identity was impaired. His core thesis is that "the sense of identity is related to the continuity of temporal perspective, especially future time perspective" (Block, 1990, p. 256). Time and identity have many aspects and dimensions. For instance, there are personal identity, social identity, group identity, leader identity, organizational identity. Researchers have studied many aspects of identity. Nevertheless, many questions are still not answered. In the current work, we conduct an empirical research to clarify how role-playing repertoire of managerial identity related to psychological time. The question is what is my role as a manager and how it is related to psychological time. We have chosen managerial roles developed by

Bazarov (2011). According to his concept, there are four primary roles for managers which are a commander, an organizer, an administrator and a supervisor. Participants will choose one of four roles themselves. There will be a description of each role so they make a choice according to their managerial identity. They also will fill other questionnaires such as Zimbardo Time Perspective Inventory (Zimbardo, Boyd, 1999) and Occupational Future Time Perspective of Zacher and Frese (2009). Some extra questionnaires will be added. We are planning to collect data from 120 managers and 120 non-managers. In the analysis will be used MANOVA, t-test, Kruskal-Wallis Test and Mann-Whitney U test. We will compare the role-playing repertoire of managerial identity with their psychological time and also compare the results of managers with non-managers. In the process, not finished yet.

EXPERT VALIDITY ON NON-VERBAL PERSONALITY CHARACTERS OF THE BIG FIVE

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This study explores the possibility to capture the Big Five Model of Personality with ten non-verbal characters; i.e. open-minded, conscientious, extravert, agreeable, and neurotic; versus close-minded, impulsive, introvert, antagonistic, and emotionally stable. The ambition was to design unisexual and multicultural characters, free from physical objects such as clothes and hairstyles. In the development process, we have combined personality theories with research on body languages and facial expressions. Different versions of the characters have been tested in several pilot studies and continuously improved by graphic designers at an international top-ranking design and innovation agency, Veryday. The aim of the present study was to validate the

ten non-verbal characters through experts in the field of personality psychology. One hundred twenty experts at six international conferences (ECPA 2015; ICP 2016, World Conference on Personality 2016: ECPA 2017, AICP 2018 and European Conference on Personality 2018) evaluated to what degree (on a 5-point Likert scale) each non-verbal character corresponded to the Big Five Model of Personality. Three of the Big Five personality factors seem to be possible to capture with non-verbal characters. However, Openness and especially Conscientiousness, remain challenging. The non-verbal characters need to be further validated and discussed with experts in the field of personality psychology.

THE EFFECTS OF DEMOGRAPHY, GEOGRAPHY AND PERSONALITY ON CAR DRIVING AND USE OF PUBLIC TRANSPORTATION: INSIGHTS FROM A NATIONALLY REPRESENTATIVE SWEDISH STUDY

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To address the challenges related to travel behavior, technological innovations seems not be sufficient. Behavioral changes are also called for. The objective of the present study is to examine the influence of demography, geography and personality on travel behavior, i.e. car driving and use of public transportation. Demography is defined by age, gender, income and education. Geography is defined by the population density of the living area. Personality is defined as the Big Five personality factors (i.e. Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism). In autumn 2017, a postal questionnaire was randomly sent out to 3,400 Swedish citizens in the age range 16 to 85. Given attrition and missing values, the final sample size was 1,812. (852 males, 960 females, $M = 51.7$ years of age). Personality was assessed using the Big Five Inventory, BFI-10 (Rammstedt & John, 2007). Transport behavior was measured through frequencies of mode use, ranging from 1 ("never") to 7 ("daily"). For each transportation mode, a regression analysis was conducted with

transportation mode as dependent variables, and demography, geography and personality as independent variables. Our result shows that car driving is predicted by male ($\beta = .15$, $p = .000$), age ($\beta = .11$, $p = .002$), income ($\beta = .22$, $p = .000$), education ($\beta = .07$, $p = .004$), population density ($\beta = -.26$, $p = .000$), Openness ($\beta = -.06$, $p = .012$), Extraversion ($\beta = .06$, $p = .015$) and Conscientiousness ($\beta = .10$, $p = .000$). Our result shows that use of public transportation is predicted by age ($\beta = -.22$, $p = .000$), education ($\beta = .16$, $p = .000$), population density ($\beta = .35$, $p = .000$), Openness ($\beta = .08$, $p = .001$), Extraversion ($\beta = -.06$, $p = .015$), Agreeableness ($\beta = .06$, $p = .013$). It seems as driving car is related to conservation – and self-enhancement values, while use of public transportation is related to self-transcendence- and openness to change values (Schwartz, 2012). Our result should provide useful information to psychologists, policy-makers and transportation planners developing sustainable transportation systems.

HOW CORTISOL REACTIVITY INFLUENCES PROSOCIAL BEHAVIOR: MODERATION OF GENDER AND EMPATHIC CONCERN

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It has been assumed that individual's stress responses is irrational with panic and self-protective. A theory of tend-and-befriend proposed by Taylor suggested otherwise. It posits from the perspective of evolutionary psychology that stressed women have a desire to tend to children, affiliate with others and engage in prosocial behaviors. The current study began with a question that whether prosocial behaviors in stress varied between man and woman. Experiments were designed to investigate the effect of stress-related cortisol reactivity on subsequent prosocial behaviors, and the moderating role of gender and empathic concern in the process. Sixty-one healthy students (34 women, 27 men), aged 18-32 years, took the Trier Social Stress Test for Groups (TSST-G) or the control version of the TSST-G. Subsequently, participants completed three economic tasks — the dictator game, the ultimatum game, and the third-party compensation game — via computers. Subjective ratings of stress and salivary cortisol samples were collected throughout the whole procedure, and salivary cortisol was later analyzed as a biological stress marker of HPA

axis activity. Statistical analyses revealed a significant main effect of cortisol reactivity on individuals' third-party compensation behaviors, and a gender-specific effect that men in the stress group were more willing to compensate victims who suffered from unfair treatment, compared to men in the control group. A gender-specific effect of stress-related cortisol change on prosocial behaviors was found, with men exhibited more generous in the dictator game as stress-related cortisol reactivity increased. Furthermore, empathic concern level as a dispositional variable was found to moderate the association between stress-related cortisol change and prosocial behaviors, that individuals with low level of empathic concern reported more generosity and third-party compensation behaviors. Overall, the present study contributes to a better understanding of the behavioral stress responses, that individuals whose HPA axis are highly activated in response to stress would exhibit tend-and-befriend responses, but only among men and those with a low level of empathic concern.

PREDICTING SUBJECTIVE WELL-BEING IN SERVICE AND MANUFACTURING SECTOR: PERSONALITY-SUBJECTIVE WELL-BEING RELATIONSHIP

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Relationships between subjective well-being (SWB) and personality have been shown in many studies (DeNeve and Cooper, 1998; Steel, Schmidt and Shultz, 2008). Moreover, it is reported that occupational groups are important for studying relationships between personality, job performance and job satisfaction, because personality factors are reported to have different effects in different occupational groups (Rothmann and Coetzer, 2003). In this study, it is aimed to investigate the relationships between subjective well-being and personality traits in the service and production sectors. It has been investigated that whether subjective well-being is predicted by different personality traits or not. To this end, a total of 515 people (296 women, 219 men) have participated to the study, 339 of them (65.8%) from service sector and 176 of them (34.2%) from production sector. Subjective Well-Being Index (International Well-Being Group, 2006; Meral, 2014) and Big Five Personality

Questionnaire (Goldberg, 1992; Tatar, 2017) have been applied to the participants. Subjective well-being scores for employees in service and manufacturing sectors have been predicted by five factor personality scores. The predicted variance in subjective well-being is 0.26% for service sector employees and 0.22% for production sector workers. Subjective well-being was predicted by Neuroticism, Conscientiousness, Agreeableness, and Openness factors for service sector employees and by Neuroticism, Extraversion, Agreeableness, and Conscientiousness for production sector employees. While Extraversion factor didn't enter to the regression model for service sector employees, Openness factor didn't enter to the regression model for production sector employees. The importance of personality for subjective well-being in different occupational groups, how personality affects subjective well-being and the limitations of the study have been discussed.

THE SOCIAL MEANING OF PSYCHOLOGICAL METHODOLOGIES

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This historical and theoretical paper reflects on the social meaning of different psychological methodologies. The general theoretical and methodological frameworks refer to social studies of science, social constructionism and Foucauldian discourse analysis. By social meaning, I mean both social presuppositions as well as social implications of psychological methodologies. I start with a general contextualization of modern science as a framework to analyse psychological methodologies. Methods of observation and experimentation became a trademark of empirical scientific knowledge. Tasks of reorganization of social life under modern conditions, with rising mobility and interdependence of members, required new social moralities based upon objectivity, which had to be secured by quantification. In the mid-19th century, with the support of positivist philosophy, scientific knowledge gained an even stronger affirmation as a superior mode of knowledge that would induce social progress (Harding). Wundt founded psychology as a new science of consciousness, with self-observation and experimentation as its methods. It is, however, hardly known that Wundt introduced methods of interpretation and even critique as necessary methods of psychology as

Geisteswissenschaft, to deal with meaningful processes and their outcomes. For more than a half-century psychology was dominated by American behaviorism which continued to shape psychology in its objectivist methodology. With the changes in philosophies of science (Kuhn) that pointed out the social situatedness of science, and due to progressive social movements gaining momentum in 1970s, the role of science in sustaining the oppressive status-quo was put on the agenda. A “quiet methodological revolution” under the name of qualitative inquiry was inaugurated, giving voice to those who remain invisible in the dominant quantitative paradigm and instigating hopes that this can contribute to social justice and democracy. The newest methodological developments (post-qualitative turn) question the traditional humanistic qualitative inquiry and require as a unit of analysis conglomerates of humans and things, advocating a new materialism instead of a discursive focus. In conclusion, I argue that any scientific methodology is both shaped by and gives shape to the social world. Such insights can contribute to a more critical attitude toward knowledge, which has practical consequences for modern societies understood as knowledge societies.

ACCEPTANCE OF AUTOMATED DRIVING AMONG TURKISH DRIVERS: TRAFFIC LOCUS OF CONTROL AND GENERAL CAUSALITY ORIENTATIONS

Pınar Bıçaksız

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The present study investigates Turkish drivers' accepted level of automated driving. The definitions of the six levels of automated driving determined by the Society of Automotive Engineers (SAE International Standard J3016, 2014) were presented to the participants and they were asked to indicate which level is the most acceptable for them. Although the data collection process is still in progress, the preliminary analyses with the existing data ($n = 135$) show a trend toward lower acceptance among Turkish drivers. That is, among the 135 participants, 51 indicated that the level 0 (meaning no automation) and 45 indicated that the level 1 (only one type of driver assistance system of either steering or acceleration/deceleration with the expectation that the human driver perform all remaining aspects of the driving task) as the most acceptable option for them. But, only three participants indicated level 4 (an automated driving system of all aspects of the dynamic driving task, even if a human driver does not respond appropriately to a request to intervene) and five participants indicated level 5 (the full-

time performance by an automated driving system of all aspects of the dynamic driving task under all roadway and environmental conditions that can be managed by a human driver") as the most acceptable option. In addition, Traffic locus of control scale (T-LOC; Özkan & Lajunen, 2005) was used to measure the attributions of the drivers about the causes of traffic crashes on four dimensions, namely self, other drivers, fate, and vehicle-environment. Among these four factors, fate dimension yielded a significant positive correlation with the accepted automated driving level ($r = .20, p = .018$). Finally, although nonsignificant, accepted level of automated driving was positively associated with impersonal orientation referring to the experience of behavior as being beyond intentional control (Deci & Ryan, 1985); while negatively associated with autonomy orientation involving "a high degree of choice with respect to the initiation and regulation of one's on behavior" (Deci & Ryan, 1985, p. 111). The revised results of the analyses conducted after completing the data collection process and the discussion of these results will be presented.

RECEPTION OF CONCEPTS FROM PERSONALITY AND ORGANIZATIONAL PSYCHOLOGY IN FACULTY DEVELOPMENT PROGRAMS IN GERMANY

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The Bologna reform in higher education has led to the „shift from teaching to learning“ as main paradigm in academic development. Centers for teaching and learning all over Germany have developed faculty development programs, supported by a large federal initiative for many years. On the basis of psychological learning theories and motivation theories from pedagogic psychology universities teachers learn to understand their teaching from the side of students learning and to develop appropriate didactic approaches. Sanford & Kinch (2018) explored the key competences of faculty in the USA to address the challenges of the next 10 years. Dealing with work-life balance / well-being of teachers and students is ranked 3rd after dealing with diversity, inclusion, multiculturalism (1st) and effective and meaningful use of technologies (2nd). With concepts from well-being, positive psychology, psychology of values, stress research etc. we can support teachers to reflect on themselves as a whole person and to promote the development of a reflected positive identity of the students. Are concepts of personality development expressively addressed in faculty development programs of German

universities? Under which key words are they found? An analysis of the descriptions of faculty development programs from 13 centers for teaching and learning representing most of the programs at German universities was done. The key words of 500 workshop descriptions were extracted. Our results show that concepts of personality development are hardly in focus. In the Berlin center we have already gained experience with workshop concepts concerning self coaching, work-life balance, mindfulness, happiness research in teaching etc. They are summarized under the umbrella term of individual teaching style and have become the most popular workshops of our program with very positive evaluation results. Our conclusion is that concepts of personality and organizational psychology have not found their appropriate way into academic development, yet. The reflection and development of oneself meets a demand of teaching staff and is worth to be addressed in faculty development programs based on a solid psychological conceptual basis. It is a prerequisite for understanding others, especially in our global world.

THE IMPACTS OF PSYCHOLOGICAL VIOLENCE ON TURKISH WOMEN'S DEPRESSIVE SYMPTOMS

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Psychological violence that is generally characterized as verbal aggression, threatening to give harm, destroying private properties is one of the most prevalent type of violence among Turkish women. It basically targets women's emotional well being and it can result in short and long term mental and physical health problems. One of the major mental health consequences is depression for women who exposed psychological violence. Little is known about psychological violence and depression and their relations. Violence may be conceptualised as distressing emotional event and have not been properly emotional processed and they may be unable to absorb emotional disturbances so that it might be result in experiencing more negative emotions. Besides, experiencing psychological violence may give harm to women's self-esteem. Thus, this study focuses on the potential mediator roles of emotional processing and self-esteem in relationship between psychological violence and depression. 346 women were participated and

mean of age was found 26.78(SD=7.26). They completed an instrument set of self-report questionnaire consisting depression, emotional processing, self-esteem and psychological violence. Mediation analysis with PROCESS macro for SPSS were administrated to test the research aim. Preliminary results indicated that psychological violence was a significant predictor of emotional processing and self-esteem and that emotional processing and self-esteem were predictors of depression. Thus, these results support the mediational relation i.e. emotional processing and self-esteem mediated the relationship between psychological violence and depression. Approximately 58% of the variance in depression was accounted for by the predictors. Experiencing psychological violence may decrease self-esteem and may have emotional processing difficulties which, in turn, suffers from depressive symptoms. These results may have significant clinical implementations.

PSYCHOLOGY FOR HUMAN WELFARE: DISCIPLINARY AND/OR TRANSFORMATIVE? A DISPUTATION

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Most challenges and problems in society, organizations and groups (like climate change, urban development, corporate innovation or intergroup conflicts – to name a few) appear to be ‘fuzzy’, not well defined and ambiguous. The reason lies in growing complexities and fast changing environments of today; a systems dynamic which will be intensified in the future. That is why pure technological and disciplinary scientific approaches often fail to find real effective and sustainable solutions. Thomas Kuhn (1962) already, in his seminal book ‘The structure of scientific revolutions’, highlighted the need for transdisciplinary approaches to real world problems both on the individual, group or structural level. This early insight since then has been seconded in psychology (and many other disciplines) by G.A. Miller (1969), D. Kahnemann (2011) and D. Stokols (2006). Nevertheless, psychology as a field (like many other science areas) is structured in disciplines and lives in science silos which primarily slows down

cooperation. This paper deals with the challenge of psychology to intensify or unleash disciplinary boundaries and to promote human welfare. Successful solutions for societal challenges manage to link scientific results ‘of the few’ with the implicit knowledge ‘of the many’ and to cooperate between various disciplinary and transdisciplinary knowledge domains. This collaborative approach is needed to address real world problems. Although disciplinary approaches are important to deepen our understanding of the world, only transformative and transdisciplinary approaches are able to promote human welfare. That is why each scientific discipline needs to have both: sound disciplinary-based ‘deep knowledge’ and ‘linking’ sub- or metadisciplines to detect, set up, design and evaluate helpful links to address and solve real world problems. The paper will ask, how psychology will be able to promote human welfare through balancing both needs.

DIALECTIC TRANSFORMATIONS IN THE HUMOR OF CHILDREN

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Humor is a complex phenomenon that includes many psychological functions: cognitive processes, emotions, and communication, which manifest themselves in various social and cultural contexts. Comic texts are intellectual tasks of a special kind. The function of the comic component is not only entertainment and the creation of a favorable emotional background, but also the creation of a kind of an obstacle that violates the logic of the task. The content analysis of funny stories composed by preschool age children allowed us to highlight the actions involved in the creation of comic content and develop a methodology "Funny stories" for diagnosing humor in children. We carried out an empirical study using this technique and the "Dialectic Actions" technique (Shiyan I.B.) and revealed the interrelations between the action of transformation and closure ($r = .46$); alternative change ($r = .39$) ($p = 0.01$), however, no relationship was found between the indicator according to the "Coloured Raven Progressive Matrices" method and the actions involved in

creating humor. Was used to study dialectical actions (Bayanova L.F.); "Dialectical stories" (Shiyan I.B.); sensitivity to contradictions was studied using the scale of coping with humor and the subtest "Sequential pictures" by D. Wexler. Correlational research has confirmed our assumption that the actions of dialectical thinking are involved in the understanding of comic, contradictory situations. We found significant direct correlations ($p = 0.01$) between humor and the dialectic action of association ($r = .82$), the dialectical action of the content seriation ($r = .70$), and the dialectical action of the alternative ($r = .53$). The carried out studies indicate the involvement of the dialectical thinking actions in the understanding of the comic text contradictions. The importance of the study lies in the fact that by offering children different versions of conflicting tasks, it is possible to develop children's curiosity, the desire to solve mental tasks that require the reflection of complex hidden links and relations between objects, to teach how to find creative solutions.

WHY SHARE? PREDICTORS OF INFORMATION SHARING DURING DISASTER SITUATIONS

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Warning and informing the public during disasters is a central component of disaster management. Not only public authorities, but also the public itself share valuable information and thereby contribute to crisis communication efforts. Therefore, social media is increasingly used to communicate about the ongoing situation (Lopatovska, & Smiley, 2014). Nevertheless not much is known about what factors explain peoples' information sharing behavior (Chen, Liang, & Cai, 2018). We thus ask: Why do people share information with others during disaster situations? As a theoretical framework, we adopted the research design of a recent Chinese study (Chen, Liang, & Cai, 2018), that combines the theory of planned behavior (Ajzen, 1991) with the uses-and-gratifications approach (Katz, Blumler, & Gurevitch, 1974) and the social exchange theory (Blau, 1964) to explain what influences people to share information during disaster situations. We conducted a representative online survey in eight European countries (Austria, Denmark, France, Germany, Italy, Netherlands, Poland and United Kingdom)

as well as the United States (total $n = 9.126$). Multiple linear regression models show for the total and all country samples, that subjective norms ($\beta = .382, p < .001$) are the strongest predictors for intention to share information ($R^2 = .37, p < .001, n = 8.705$) compared to attitudes ($\beta = .135, p < .001$) and self-efficacy ($\beta = .178, p < .001$) as a measure for perceived behavioral control. Subjective norms are significantly influenced ($R^2 = .52, p < .001, n = 8.698$) by the norm of reciprocity ($\beta = .460, p < .001$) as well as socializing ($\beta = .163, p < .001$), information seeking ($\beta = .074, p < .001$), status seeking ($\beta = .062, p < .001$) and entertainment ($\beta = .047, p < .01$) as gratifications of sharing information through social media. According to our findings, information sharing during disaster situations is highly driven by social pressure and people's need to affiliate with others. Emergency management agencies can address this in their crisis communication strategies by emphasizing social aspects of sharing information and integrate the public as valuable resource to spread reliable information.

EVALUATION OF THERAPISTS' COPING STYLES IN ONLINE PSYCHOTHERAPIES AND RUPTURE IN THERAPEUTIC ALLIANCE

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The development and increase of the use of technology and the internet has led to the development of a new and increasingly popular field outside the traditional contexts of psychotherapy practices and mental health interventions. In this context, together with the spread of online psychotherapy worldwide arises the therapeutic process debate on the execution of the virtual environment. One of the important focuses of the discussions is how an important variable such as the therapeutic alliance, which is one of the most important predictors of the therapy results, is affected from the virtual contexts. The aim of this study is to evaluate the perceptions and thoughts of psychotherapists about breakage moments in therapeutic alliance in online psychotherapy processes, which are still limited in the frequency of use and literature in our country. Our study was carried out with a total of 45 therapists ranging between 24 and 44 ($M = 26.07$, $S = 2.31$), 39 female (86.66%) and 6 male (13.33%). Data from the participants were analyzed according to the inductive thematic

analysis method. The findings of our study suggest that psychotherapists use online psychotherapies to indicate that they can think about the use of online psychotherapies in face-to-face sessions after the establishment of a therapeutic alliance. Another important finding of the study, compared to face-to-face traditional interview, online psychotherapy more 'on causing trouble' as a context. In this case it is widespread opinion that could lead to rupture in alliance on psychotherapeutic frame. The majority of participants preferred the 'retreat' approach to 'confrontation' if they experienced a rupture in the therapeutic alliance; it is seen that they want to rationalize this opinion by referring to the 'unnatural' environment of online psychotherapy. When the data are examined, it is seen that online psychotherapies are considered as a concern for the therapists. It is thought that anxiety and negative perceptions experienced by the majority of the participants are due to the fact that most of the participants did not state the process of online psychotherapy.

MEETING OTHERS WITH DIGITAL TOOLS

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In French schools, welcoming children from elsewhere is a well-established reality. For several years now, the Ministry of Education has implemented a plan to promote the use of digital tools in classrooms. Devices are also developed for this audience and in particular broadcast through the Canopé network. According to Abdallah-Preteille, "the recognition of others involves self-recognition and reciprocally" (1997, p. 125). For example, the use of documentary-type video resources based on the testimony of non-Western children regarding food or cultural practices, for example, provides teachers with materials from which to promote exchanges and discussions on other topics. Several studies have shown that using the web can foster understanding between students from different countries (Li and Zhang, 2015) and help to improve learning through the exchange of ideas (Tutty and Klein, 2008; Wade, Fauske and Thompson, 2008). The use of social networks in a free exchange between students from different cultures plays on the similarities ("I recognize myself in the practice of the other"). What are the pedagogical intentions of teachers using these

devices? Do they correspond to the goals of education for otherness? How are they perceived? How do children, with the help of their teacher, get hold of these supports? For what purpose do they use them? Our team is interested in the way in which the questions related to the encounter of the other are staged and presented through digital educational devices, created or not by teachers, and intended for primary school students. Our goal is to highlight "the moral and imaginary representations" of otherness (Pignier, Drouillat, 2008, p.50) transmitted by digital devices and to question how they are perceived, understood and used by the target audience. What values and imaginations of the relation to the other are staged in these devices? How are they understood, perceived and used in class? Our on going research is focusing on the issue of otherness in children via digital devices. Taking into account the contents, the experiences and the interpretations, it will aim to consider the reception and the interpretation of the multiple experiences of intercultural communication in educational situation.

THE RISING IMPORTANCE OF TECHNOLOGY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY – A SYSTEMATIC OVERVIEW BASED ON HR STARTUPS

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During the last years, technology has an increasing importance in recruiting and development approaches. Industrial and organizational psychologists must consider these technological change in order to create additional value for innovative companies. This systematic overview examines the importance of technology and the activity of psychologists based on HR startups in Germany. The main research question are the following: Is the number of HR startups in Germany increasing between 2015 and 2018? How many HR startups are developing solutions for recruiting and development? Are psychologists frequently founders of these technology-driven startups? The methodical procedure starts with the identification of current HR startups in Germany based on the most important key words. The identification of these startups both uses search engines and important events or trade fairs. The

data collection period is October to December 2018. The data set is compared with the results of a first HR startup survey from 2015. The analysis works with several descriptive and statistical methods based on this data set in order to answer the main research questions. First results indicate that there is a rapid increase of HR startups developing digital solution between 2015 and 2018. Furthermore, psychologists aren't the most important influencers in HR startups. Further results are currently analyzed. The study illustrates that industrial and organizational psychologists could be much more active in the area of technological recruiting and development solutions. One main limitation of the study is the sample based on Germany which limits the transfer of the results. Further limitations and implications for theory and practice are discussed in the presentation.

MENTAL REPRESENTATIONS OF AN OPTIMAL FUNCTIONAL STATE IN NEGOTIATION PROCESS

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Analysis of positive functional states (FS) acquires the character of a dynamically developing field of research, which relevance is determined by the need to identify and describe targets for optimal FS when performing educational and professional tasks (A.B. Leonova, 2009; G.R.J. Hockey, 1993). Problem areas for studying positive FS are associated with limitations caused by: (1) the difficulty of understanding such FS by a person: an optimal FS is usually not recognized, and its qualities are unrealized; (2) lack of reliable scientific data on the specificity of such FS syndromes; (3) lack of tools for assessment of positive FS manifestations. The problem of optimal FS research acquires particular urgency in situations, where the temporal boundaries are clearly outlined and substantive requirements are defined. Such situations are typical for negotiation process (D.G. Pruitt, 2013). The formation of an optimal FS is based on the ability of a person to build a clear mental representation of a required FS (L.G. Dikaya, V.V. Semikin, 1991; A.S. Kuznetsova, 2009). The goal of the presented research: to analysis the mental representations of an optimal FS in negotiation

process. In the study psychological Russian native speaking students from Russian, Uzbek and Azerbaijan universities and professional negotiators participated (n=140). They were offered a questionnaire consisting of 37 qualities of the optimal FS for negotiation process. The qualities are grouped in the questionnaire by 5 blocks of FS manifestation: physiological, cognitive, emotional, behavioral and reflexive signs. The participants were offered to rank the qualities inside each block according to the degree of decreasing significance. Rank comparison of functional state's manifestations showed a lack of cultural specificity of optimal state's mental representations. Slight differences were found in students' mental representations of "reaching compromise" as the aim of negotiations; for the representatives of education program "Psychology of negotiations and resolution of conflicts" compromise is viewed as one among many possible outcomes of negotiation, while for other students compromise – is the one and only outcome. The differences relating to some cognitive and emotional manifestations were found in students' and professionals' optimal FS representations.

THE LEVEL OF TOLERANCE AND ETHNIC IDENTITY OF THE RUSSIAN SOUTH' CITIZENS WITH DIFFERENT GENOTYPES OF THE VAL158MET COMT GENE

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The problems of ethnic identity and tolerance are very important in modern society. Difficult socio-economic situation is largely due to broken values, distorted ethnic identity and the intolerance of the population. The psychobiological approach to the nature of these phenomena is practically not developed. In the same time, tolerance may be associated with functions of prefrontal brain cortex areas, which controlling, among others, by gene COMT, calling "warrior or worrier strategy" (D.J. Stein et al., 2006, A.A. Palmer, C.C. Dulava, 2010). There are three obtainable genotypes of gene COMT: low-active Met/Met, associated with a high level of dopamine in prefrontal cortex, Val/Met, Val/Val, associated with a low level of dopamine in prefrontal cortex. The study involved 137 men and women 18 to 30 years old (Kabardians, Balkars, Karachais). The psychodiagnostic methods: 1) The Express Questionnaire "Index of Tolerance" (G.U. Soldatova, O.A. Kravtsova, O.Ye. Khukhlaev, L.A. Shaigerova), 2) The "Types of ethnic identity" questionnaire (G.U. Soldatova, S.V. Ryzhova). Procedure of polymorphic locus Val158Met of the COMT gene genotyping: PCR. Statistical data processing: the factorial ANOVA method, Fisher LSD-test, $p < 0,05$. We investigated

the influence of factors "genotype", "sex", "nationality" combination on the level of tolerance and ethnic self-awareness of the subjects. Results and conclusion. According to our data, the factor "nationality" exerts more influence on the investigated phenomena, than "the COMT gene" and "sex", which may indicate the greater contribution of environmental influences (enculturation, assimilation of experience, etc.) in the formation of ethnic identity and tolerance. A higher level of ethnic tolerance was demonstrated by Balkarians, in comparison with Kabardians and Karachais. The latter, in turn, have a higher conviction of ethnic superiority. According to the results of this study, low-active COMT genotype Met/Met, affecting high level of dopamine in prefrontal cortex, is associated with low level of the tolerance in representatives of different nationalities. Our findings are consistent with other studies, suggesting a negative correlation between the genotype Met/Met and altruism (M. Reuter et al., 2010) and positive correlation with high level of aggression (P.N. Ermakov et al., 2016). This investigation has been carried out with financial support from RSF (16-18-10222).

BULLYING AT WORK : CONSEQUENCES ON SOCIAL AND PERSONAL LIFE AND COPING STRATEGIES. A QUALITATIVE APPROACH

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The study aimed to extend knowledge regarding bullying at work (BAW ; Leymann, 1984, 1996 ; Hirigoyen, 2017) and its consequences on the personal and social life of harassed people as well as the strategies they use to cope with these consequences. This choice was made since most of the literature on BAW relates on its consequences at work rather than on personal life; coping strategies relative to these personal consequences are also under-analyzed. Firstly, we focused on the consequences of BAW on social and personal life (impact on relationships, isolation...) of harassed people. Secondly, we investigated how harassed people dealt with social and personal consequences of BAW. A qualitative approach was selected in order to proceed to an in-depth exploration of these two highly emotionally charged research questions. Eight people who experienced BAW accepted to discuss these difficult issues in semi-directive interviews. Qualitative data were content-analyzed and the frequency of occurrence of

each theme and its constituent units was noted. 6 people in 8 reported serious consequences of BAW on their personal and social life such as isolation or deterioration of family, friendly and couples relationships. 7 people in 8 developed coping strategies, from speaking to close relatives to, on the contrary, voluntary isolation in order to avoid conflicts. Some people also mentioned help-seeking behaviors toward the authorities or a specific member of their close circle. The study contributes to a detailed description and analysis of the personal and social consequences of BAW and the coping strategies used to deal with them, an area little explored by academics in work and organizational psychology. This qualitative investigation also draws conclusions regarding to the position to hold as psychologists and researchers in contact with people in great suffering who sometimes present a generalized anxiety and deny of the situation.

THE RELATIONSHIP BETWEEN SPLITTING DEFENSE MECHANISM AND SCHEMA MODE CONCEPT IN SCHEMA THEORY

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Splitting, a defense mechanism, is based on difficulty in bringing together good and bad, white and black and results in polarization of beliefs related to people, objects, and situations. Moreover, schema modes including early maladaptive schemas, coping mechanisms, and emotional responses are triggered immediately and result in behaving towards dominant emotion. According to the literature, both these mechanisms cause loss of objectivity and are intensely appeared in borderline personality disorder. Therefore, in the current study, it was aimed to determine whether there was a relationship between splitting and schema modes. The sample consisted of 537 (364 females and 173 males) university students from different universities in Elazığ and Ankara cities in Turkey. Age of the sample changed between 18 and 34 ($M = 20.37$). As the assessments, schema mode inventory and splitting scale were used and the results were analyzed with regression and correlation analyses via SPSS. According to the results, it was found that there were significant positive relationship between splitting and bully

and attack ($r = .33, p < .001$), punitive parent ($r = .35, p < .001$), vulnerable child ($r = .33, p < .001$), demanding parent ($r = .32, p < .001$), compliant surrenderer ($r = .26, p < .001$), self-aggrandiser ($r = .37, p < .001$), impulsive child ($r = .43, p < .001$), undisciplined child ($r = .29, p < .001$), enraged child ($r = .38, p < .001$), angry child ($r = .48, p < .001$), detached-protector ($r = .34, p < .001$), and detached self-soother modes ($r = .31, p < .001$). There was significant negative relationship between splitting and happy child mode ($r = -.14, p < .001$). According to regression analyses, child modes explained %31 of the variance, maladaptive schema modes explained %25 of the variance, maladaptive parent modes explained %16 of the variance. Apart from impulsive and angry child modes, all schema modes significantly predicted splitting. In conclusion, significant relationship was found between splitting and schema modes and schema mode therapy was suggested to deal with splitting related pathology. The results, strengths and limitations of the study discussed in line with literature.

MILLENNIALS IN WORKPLACE: WHAT MAKES THEM STAY IN ORGANIZATION?

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Millennial is often stereotyped as a generation with lower loyalty because they easily move from one organization to another. Thus, identification of factors influencing their decision to stay in organization is important. This study aims to see whether there is influence of career growth and team support on their turnover intention. 132 millennials were asked to fill out instruments

consisting of the Career Growth Scale, Team Support Scale, and Turnover Intention Scale. The analysis methods used were Pearson's Product Moment Correlation and Multiple Regression. The results showed that there were significant negative correlations of career growth and team support with millennials' turnover intention. However, after multiple regression tests, it was

found that career growth was the most influential factor for their turnover intention. Therefore, career growth is of a great importance to be

considered by HR managements in order to maintain the millennial generation in their company.

EFFECTS OF CHILDHOOD TRAUMA, DAILY STRESS AND EMOTIONS ON DIURNAL CORTISOL LEVELS IN INDIVIDUALS VULNERABLE TO SUICIDE

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Suicide is a global health issue. Dysregulated hypothalamic-pituitary-adrenal (HPA) axis activity, as measured by cortisol levels, has been identified as one potential risk factor for suicide. Recent evidence has indicated that blunted cortisol reactivity to stress is associated with childhood trauma. The current study investigated whether childhood trauma and daily stressors and emotions were associated with diurnal cortisol levels over a 7-day study. 154 participants were recruited and grouped according to history of previous suicidal attempt, suicidal ideation or as control participants. Participants completed background questionnaires including the Childhood Trauma Questionnaire before commencing at 7-day daily diary study. Cortisol samples were provided immediately upon waking, +15 mins after waking, +30 mins, +45 mins, + 3 hours, +6 hours, + 9 hours and +12 hours on 7 consecutive days. Measures of daily stressors, mood and defeat and entrapment were completed at the end of each day. Diurnal cortisol slope was calculated as the change in cortisol from the peak following waking to late evening. Data were analyzed using multi-level modelling. Participants who had made

a previous suicide attempt exhibited significantly flatter diurnal cortisol slopes across the 7 days compared to participants in the control group; suicide ideators were intermediate to both groups. Childhood trauma was found to be associated with flatter diurnal cortisol slopes, such that individuals who had experienced higher levels of trauma exhibited flatter cortisol slopes across the day. In particular, physical abuse was identified as being the most important subscale. Higher levels of daily defeat/entrapment were found also to be associated with a flatter diurnal cortisol slope. These results extend other findings from the laboratory into naturalistic settings and indicate that dysregulated hypothalamic-pituitary-adrenal (HPA) axis activity is associated with suicidal behavior. Childhood trauma and perceptions of defeat/entrapment may be important proximal and distal factors associated with the development of HPA axis dysregulation. The challenge for researchers is to elucidate the precise causal mechanisms linking trauma, cortisol and suicide risk in order to develop interventions to help build resilience in vulnerable populations.

SEXUAL RISK BEHAVIOR, SELF-ESTEEM, AND SELF-STIGMA OF MEN WHO HAVE SEX WITH MEN (MSM)

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Niza Irish Astrolabio

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This research undertaking could be one of the pioneers in the study of Men having Sex with Men (MSM) in the Philippine setting in these three contexts: their sexual risk behavior, self-esteem and self-stigma. What is Filipino MSM? Are there significant differences between sexual risk behavior, self-esteem and self-stigma in terms of the demographics? Do significant relationships exist among these variables? Hence, this research aims to understand the different dimensions of MSM; sexual risk behavior, self-stigma and self-esteem. The term MSM has been introduced in the Philippines nonetheless it is not well-known yet, and it is an umbrella term that covers all males who have sex with males. The study used explanatory sequential mixed methods design. For the quantitative part, researchers gathered 64 respondents from urban Manila with experience in MSM regardless of their age. Results showed that most of the respondents are versatile, and those who engaged in casual sex and have multiple

partners are more likely to have higher risk of sexual behavior and lower self-esteem. Moreover, significant relationships with sexual-risk behavior and self-esteem and self-esteem and stigma were noted with inverse relationships however sexual-risk behavior and stigma was not significantly correlated. In order to understand the quantitative results, a focus group discussion with 5 respondents from the quantitative phase was conducted. Results indicate that the awareness of the risks in MSM served as precaution to practicing safe sex albeit these precautions were present, it was not sufficient in reducing the risky sexual behavior of the respondents. Respondents showed low self-stigma with high self-esteem indicative that they were happy about their sexuality, not blaming themselves being gays and bisexuals, seeing themselves as happy MSM. Further, respondents, being part of MSM did not imply that their behaviors were moral or immoral nonetheless, accordingly it was not to be bragged about nor to be ashamed of.

PERSONAL POSITIVE PHENOMENA AND PSYCHOLOGICAL REGULATION OF ONCOLOGIC PATIENTS

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We assume that successful psychological regulation in a difficult life situation is enhanced by personal positive phenomena. 68 patients of the oncology department took part in the empirical study. The following diagnostic tools were used to diagnose positive phenomena in the system of psychological regulation of oncologic patients authenticity test; self-confidence test; hardiness test; test of life orientation; existence scale; questionnaire for a subjective assessment of the situation; questionnaire "Adaptability", "Type of attitude to the disease" method. In order to assess the significance of the severity of indicators of positive psychological phenomena, a cluster analysis of data was used on the methods of diagnosing authenticity, self-confidence, optimism, viability and responsibility. Based on cluster analysis, the subjects in study were divided into two significant subgroups: The first subgroup included respondents with sufficient and high indicators by methods (28 people). The second subgroup consisted of subjects with low and medium with a tendency to underestimate the indicators by methods (31

people). Analysis of differences in performance across all methods was carried out using the U-Mann-Whitney. Indicators of the subjective assessment of the life situation vary considerably depending on the severity of positive phenomena ($U = 21, p = 0.001$). Patients of the first subgroup subjectively assess their own life situation as not difficult or inclined to it. Patients from the second group tend to assess the situation as difficult, uncertain, poorly predictable. Significant differences of subgroups in some indicators on the method of diagnosis of adaptability were noted. The adaptation abilities are different ($U = 38.5, p = 0.014$). Differences on the scale of "behavioral regulation" ($U = 32, p = 0.006$) were revealed. An analysis of differences in the indicators of the diagnosis of the type of attitude towards the disease showed significant differences in the five test scales. Subjects in subgroups differ in the severity of indicators for harmonious ($U = 18, p = 0.001$), disturbing ($U = 31, p = 0.005$), neurasthenic ($U = 44, p = 0.03$), melancholic ($U = 33, p = 0.007$) and dysphoric ($U = 36, p = 0.01$) types.

RESEARCH OF SOCIAL AND PSYCHOLOGICAL ASPECTS OF FORGIVENESS

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The phenomenon of forgiveness raises a number of issues affecting a wide range of scientific fields. Despite the widespread occurrence of the concept of forgiveness in everyday life, literature, religious and philosophical texts, its definition is often ambiguous. As a result, when conducting psychological studies of this phenomenon terminological difficulties arise, which can hinder the development of methods and the interpretation of data. A questionnaire has been developed to study the phenomenon of forgiveness. This study involved 770 respondents and resulted in the cognitive, emotional and behavioral aspects of forgiveness being identified. For example, the question "What does 'forgiveness' mean to you?" divided the interviewed group into four subgroups: 1. To forgive means not to think – to forget; 2. To forgive means to understand and accept the offender; 3. To forgive means to understand and accept the situation; 4. To forgive means to come to terms with oneself. 80% of respondents clearly defined the line between what can be forgiven and what cannot: one can forgive deception, a rude joke, unfaithfulness, "what one repents of", "not done consciously/out of malice". One cannot

forgive murder, betrayal, humiliation. A similar trend is observed in the categories "who can be forgiven" and "whom is it impossible to forgive". Respondents demonstrated the following range of feelings arising from forgiveness: relief, satisfaction, peace, relaxation, joy, and amiability. To the questions "Do we need to learn to forgive? If not, why? If yes, how can we learn to do this?" many respondents gave voluminous "recipes". To the question "Is it necessary to learn to forgive?" 99% of respondents answered in the affirmative, 3% of respondents defined the direction of learning to be within the development of religious consciousness, particularly the study of the Bible. Thus, the formation of deeper adequate ideas about forgiveness is a crucial area of research, especially in the field of personality psychology. A deeper understanding of forgiveness can contribute to the harmonization of both intrapersonal and interpersonal space and can be considered an enormous impact on clearing negative experiences and promoting spiritual and personal growth. Therefore, it is important for psychologists to understand the structure of the forgiveness process, as well as the factors that help to optimize this process.

DOES EVERYTHING HAPPEN IN LIFE, OR IS IT ONLY MY PROBLEM?

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This study was carried out with the people who were found to provide security at the scene after the bomb attack in a crowded square. The relationship of this group with the traumatic experience and the world assumptions was examined. Participants were reached by snowball sampling method. The sample consisted of 32 male participants. Demographic Information Form, Post Traumatic Stress Diagnosis Scale and World Assumptions Scale were applied. As a result of the analyzes, it was observed that the event severity predicted PTSD and at the same time the randomness assumption was a partial mediator effect ($z = 2,06$; $p < .05$). The benevolence assumption of those with at least one traumatic experience ($X = 22,20$) was

significantly higher than the participants who had no traumatic experience ($X = 17,14$). In addition, it was reported that the self-worth of the participants with traumatic experience ($X = 19,00$) were significantly lower than the scores of the participants without traumatic experience ($X = 19,57$). Participants can often experience traumatic events due to their jobs. Therefore the idea that life may be full of randomness is clear according to these people. It's thought that when the intensity of the traumatic event is too much, the randomness may be breaking the defense. It's also thought that participants with past traumatic experiences are believed the world is actually a good place and they tend to attribute bad events to themselves.

TRAUMA SYMPTOMS, RISK FACTORS AND LIFE SATISFACTION OF SUICIDAL ADOLESCENTS

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This study ascertained the risk factors and trauma symptoms of adolescents with suicidal tendencies and how these factors influence their life satisfaction. Using the descriptive research method specifically correlational and comparative, the study answered the postulated hypotheses of the study with 65 sampled college students from 3 universities. Suicide Probability Scale was used to determine the suicidal tendencies of the respondents. Other outcome measures were used such as Trauma Symptoms Checklist for Children, Risk Factors Questionnaire and Multidimensional Students' Life Satisfaction Scale. Results proved that female adolescents with suicidal tendencies have lower anger symptom as compared to male adolescents. Notwithstanding, both genders have average trauma symptoms of anxiety, depression, post-traumatic stress and dissociation. With regard to sexual concerns, both have non-clinically significant symptoms indicating that sexual assaults or sexual abuse had been evident among adolescents with suicidal tendencies. Further, both genders have relatively similar experiences of risk factors such as childhood experiences, social support, coping, physical

activities and injurious behavior. Albeit, suicidal adolescents who were non-Catholics have high experience social support as compared with Catholic respondents. Gender difference exists on sexual concerns of trauma symptoms, social support on risk factors and satisfaction with school and friend on life satisfaction, and coping for risk factors when religion was compared. Correlation between trauma symptoms of anger and sexual concerns in life satisfaction in the area of family whereas post-traumatic stress, dissociation and sexual concerns with the respondents' life satisfaction in school. In addition, correlations were observed with post-traumatic stress and sexual concerns on the life adjustment related to living environment. Lastly, risk factors on physical activities relate significantly with dissociation whereas social support and coping as risk factors relate significantly with sexual concerns. Results of the study implied that male suicidal adolescents have sexual concerns whereas female received more social support and have higher life satisfaction with friends and school. Physical activities are dissociative mechanisms to surmount the suicidal tendencies of adolescents.

FACE-NAME ASSOCIATIVE ENCODING AND RECOGNITION DEFICITS IN MILD COGNITIVE IMPAIRMENT: EVIDENCE FROM BRAIN ACTIVATION AND BRAIN NETWORKS

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Mild Cognitive Impairment (MCI) is often seen as a prodromal stage of Alzheimer disease. Persons

with MCI generally have learning and memory problems, especially in associative memory at

earlier stages. This is attributed to deficits in memory related areas like hippocampus and medial temporal lobe. Because MCI patients are at risk for converting to Alzheimer disease, MCI should be understood better for early diagnosis. Thus, the current study focuses specifically on associative memory functioning of patients with MCI and aims to compare memory performance of patients and health elderly controls. We used functional magnetic resonance imaging (fMRI) to test whether there were disease-specific changes in memory related areas. The study included 15 healthy elderly controls and 15 patients with MCI. All participants underwent fMRI scanning as they encoded (block-design) and recognized (event-related design) 60

face-name associations. T2-EPI functional images were preprocessed and BOLD signals were analyzed by MATLAB-SPM 12 toolbox. Separate independent samples t-test for both encoding and recognition tasks were performed. Preliminary results showed that MCI patients had reduced activation in FFA, hippocampus, and medial temporal regions during both encoding and recognition, relative to healthy controls. Functional connectivity analysis using Graph theory also revealed reduced connectivity within memory network. Familiarity-repetition effect was measured by repeating the task after one-month. Participant recruitment is still continuing and further analysis will be conducted to present final results.

DIFFERENCES IN TEST ANXIETY FACING COMPUTER-BASED TESTS BASED ON GENDER AND REGIONAL ORIGIN: CASE STUDY OF HIGH SCHOOL STUDENTS IN EAST JAVA, INDONESIA

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When computer-based tests are applied, it is necessary to look at the digital divide aspects. In Indonesia with a socio-economic background and regional factors, the emergence of inequalities in access to students is very likely to occur. When computer-based exams are applied for national examinations, students in cities and villages will give various reactions. This is because not all students have experience to use computers. One form of reaction that appears is test anxiety in the face of computer-based tests. This test anxiety becoming important things because in some studies test anxiety affect student's performance. In addition, in several studies, there were gender differences in test anxiety. This study aims to determine differences

in test anxiety in students who use computer-based tests based on regional origin and gender. The research subjects were 210 high school students from villages and cities. Scale using Test Anxiety Inventory (TAI). Data analysis using two-way ANOVA. The results of data analysis obtained F values 17.163, sig 0.00 so that there were differences in anxiety tests based on regional origin and gender. Furthermore, the results showed that students in the village had lower test anxiety than students in cities. This is different from the hypothesis proposed. The methodological issue might be one of the causes. In addition, male had lower test anxiety than female. This finding supports the results of previous studies.

STUDENT'S ATTITUDES TOWARD SEEKING MENTAL HEALTH SERVICES

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Mental health problems in the student population are relatively widespread and considered to be an important public health concern. Negative attitudes towards seeking professional psychological help are important barriers for establishing effective system of prevention and treatment of mental health problems among this population. Data from 882 university students (2017) and 960 university students (2018) were collected using Internet surveys. The survey questionnaires include measures of recent life experiences and Russian version of Mackenzie's et. al. (2004) Inventory of Attitudes Toward Seeking Mental Health Services (IASMHS). This data analysis was supported by a grant from the Russian Foundation for Basic Research (RFBR),

project no. 19-013-00903/19. About half of all students (45.5%) reported having problems that they find difficult to solve, and in 42% of cases those problems are seen as chronic ones. Positive attitudes towards seeking professional psychological help was negatively associated with self-reported presence of problems in the emotional and personal spheres ($p \leq 0.01$) and positively associated with studying at psychology department ($p \leq 0.05$). The relationship between seeking professional psychological help and contacting to alternative medicine specialists was evaluated. There is need for interventions focused on psychological support for the students population and on improving students' willingness to seek specialty mental health services.

ADOLESCENTS' ATTACHMENT TO PEERS AND ADOLESCENTS' SELF-ESTEEM

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Attachment to peers (AP) is a part of the teenagers' attachment system (Cassidy, 2001; Mikulincer et al., 2001; Burmenskaya, 2012). Relationship with peers is the context of teenagers' self-esteem formation that reflects the well-being of personality. 252 students aged from 18 to 23 years from Moscow High Schools participated in the research. Inventory of Parent Peer Attachment (IPPA) (Armsden, Greenberg, 1987) in author's adaptation (Dzukaeva, Sadovnikova, 2017); Self-Esteem Scale Dembo-Rubinstein (Prikhozhan, 1991) in the author's modification and Differential Questionnaire of Loneliness (Osin, Leontiev, 2011) were used. The method of classify analyses was used to divide sample into two groups: the adolescents with secure AP, and the adolescents with insecure AP. The self-esteem comparative analyses of adolescents' with different types of AP showed that there are significant differences in two scales of their self-esteem: «number of friends» ($p = 0.035$) and «experience of loneliness» ($p = 0.019$). The aim of the 2-nd step of study was to explore the features of the adolescents'

loneliness depending on different types of AP. The received results demonstrate a variety in 1). The level of the relevant experience of loneliness (REL) in teenagers. 2). The relation to loneliness (RL). Four groups of teenagers differing on these two indicators were allocated: 1. REL high level and the positive relation to privacy situations; 2. REL low level and undifferentiated RL; 3. Respondents don't feel loneliness at present, and situations of a privacy are a value and a resource for self-development; 4. REL low level and prevalence of negative installations on RL. Gender distinctions of extent of REL are revealed: girls, in average, feel lonely, than young men. Teenagers of group 1 are characterized by the lowest general indicator of AP and the highest extent of alienation in relationship with them. The study showed that adolescents with different types of AP had specific features of self-esteem and specifics in their experience of loneliness. The research concludes that the AP is the important factor of personality well-being in adolescence.

MOTIVATORS AND DETERRENTS OF DONATION TO BIOBANK

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Worldwide significant efforts are invested in building biobanks—specialized facilities for storing biological materials for research and medical purposes. The successful functioning of biobanks directly depends on people's willingness to donate their biological materials. The motivation for participation in biobank in the form of providing blood or tissue is an interesting new topic for health psychology since the psychological context of biobank donation is not entirely clear. So far, only very limited evidence exists regarding biobank donation in Russia. This qualitative study aimed to evaluate the decision-making experience of clinical biobank donors as well as psychological and social motivators and deterrents of this decision. This data analysis was supported by a grant from the Russian Foundation for Basic Research (RFBR), project no. 18-013-01131. Data from 13 donors of clinical biobank and 3 coordinators of biobank recruitment were collected using semi-structured interviews in 2016-2017. Analysis of interview data was based on the constant comparative method. This involved iteration between the developing analysis and data, supported by regular team discussions and

sensitizing constructs derived from the literature. The emerging categories were organized into a framework and used to code and index the transcripts. The study results indicated that donors of a clinical biobank do not express negative attitudes towards biobanking and genetic research. The main motivators for donating to the biobank were: prosocial motivation, indirect reciprocity, intrinsic motivation (to enhance their self-esteem and satisfy their curiosity about the donation process) and personal values. A high level of trust in biomedical research, medicine, and the concrete physician can contribute to a positive decision. Lifestyle and psychological barriers such as health status and personality traits have been detected as potential barriers to donating to the biobank. The phenomenon of "therapeutic misconception" (insufficient differentiation by patients of the actual clinical and research goals of donation) as well as unrealistic hope that donation could provide direct benefit for a concrete person was discovered. It is necessary to continue the study of psychological factors and donation phenomena for the development of the biobanking system in Russia.

THE EFFECT OF COGNITIVE STYLES ON EFFECTIVE MEDIA AND TECHNOLOGY USAGE AND ATTITUDE

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With the developments in recent years, technology is finding increasingly more place in people's lives. As technology-related improvements proliferate, the use of media and technology is also becoming more prevalent. Now, we see smart devices in everyone's hands. The way people use technology is affected by the differences between people in terms of information processing abilities. One of these differences is analytical holistic versus visual verbal cognitive styles, which the CSA test attempts to measure. The aim of this study is to evaluate the differences between individuals favoring either one of those two cognitive styles in terms of the subject area of their studies and their preferences and attitudes in the uses of media and technology. 171-undergraduate students between the ages 19-27years(Mean=21.08;sd=1.35), 98-from a social-science-department and 74-from a computer-technology-department participated. Participants were given the CSA Test and were asked to evaluate the scale of media and technology usage and attitudes. According to the results of the analysis, students studying in social sciences leaned towards the verbal cognitive style and the

students studying Computer Technology were inclined to the visual cognitive style. There was no significant difference between Analytic and Holistic styles. In relation to social media and technology attitudes, social science students did more phone calling, text messaging, and TV viewing than Computer Technology students. In comparison, students of Computer Technology were more into communicating by e-mail, playing video games and online friendships. In addition, the participants with Analytical cognitive style tendency had more social media friendships than those with Holistic cognitive style tendency. Based on these results, it is possible to claim that the participants with Analytic tendency have more social aptitude in media and technology use, whereas those who are Holistic tendency are more individualistic. This conclusion implies that those who with the Analytic tendency favor virtual friendships, while those who with the Holistic tendency prefer actual friendships. Indeed, the participants who were found to be Analytic had more social media connections. In addition, social science students were more likely to use media and technology to socialize than the Computer Technology students.

SURVEY FOR ASSESSMENT OF THE LEVEL OF AWARENESS AND THE DEGREE OF SIGNIFICANCE OF RIGHTS AND FREEDOMS AS COMPONENTS OF A PERSON'S LEGAL CONSCIOUSNESS

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In recent decades, empirical studies of individual legal consciousness have become increasingly important. However, psychologists still have no a valid and reliable instrument that would allow assessing the extent to which the initial legal principles of law are reflected in the personality's legal consciousness, which can serve as a guideline for lawful behavior in a legally significant situation when the subject is not aware of special legal regulations. Legal axioms acquired socially fixed values expressed by the world community in the Universal Declaration of Human Rights, which reinforces the legal dogmas that form the basis of the constitutions and national legal systems of the developed countries of the world. We have taken this Declaration as a basis for the development of a questionnaire aimed at measurement of the level of awareness and the degree of significance of rights as the components of the person's individual legal consciousness. The theoretical basis for the developed methodology was the functional model of legal consciousness proposed by A.A. Ratinov. The original version of

the test is represented by 47 statements, each of which reflects the foundations of the legal status of an individual, enshrined in the Universal Declaration of Human Rights, as well as provisions establishing the foundations of personal, political, social, economic and cultural rights. The method allows revealing a person's level of awareness and his /her evaluative attitude to the basic initial legal provisions that determine the basic principles of legitimate interaction in modern society. The structure of the questionnaire is represented by two scales – "awareness" (cognitive component of legal consciousness) and "significance" (emotional and evaluative component of legal consciousness). The following second order scales are substantiated: the legal status of the individual, personal rights, political rights, social rights, cultural rights. The factor structure of the questionnaire was confirmed on a representative sample of adults (N = 100) using the principal component method (54% of the variance explained). Further steps needed to support the validation of the new survey are discussed.

ATTACHMENT AND INTIMATE PARTNER VIOLENCE IN EMERGING ADULTS: EMPATHY AND EMOTION REGULATION DIFFICULTIES AS MEDIATORS

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Despite the prevalence of intimate partner violence in emerging adulthood, past research has mainly focused on later life stages (Grest, Amaro, & Unger, 2017). Intimate partner violence occurred in this stage is an issue of critical concern because it is associated to several negative consequences on mental health, and it can shape future romantic relationships. The attachment theory (Bowlby 1969/1982, 1973, 1980) has proven to be a fruitful avenue to understand romantic relationships, including violence, but the identification of mechanisms underlying this link needs further exploration. The goal of this study was to evaluate the mediating role of empathy and emotion regulation difficulties in the association between romantic attachment and the perpetration of intimate partner violence in emerging adults. To this end, 951 students recruited from Chilean universities completed the Experiences in Close Relationships questionnaire (Brannan, Clark, & Shaver, 1998), the Interpersonal Reactivity Index for Couples (Péloquin & Lafontaine, 2011), the Difficulties Emotion Regulation Scale (Gratz & Roemer, 2004), and the Revised Conflict Tactics

Scales (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). Results obtained through structural equation modeling revealed no significant direct effects of romantic attachment on violence. However, results show that romantic attachment (attachment anxiety and attachment avoidance) were associated to less perspective taking and more difficulties in emotion regulation. In addition, attachment anxiety leads to more empathic concern while attachment avoidance leads to less empathic concern. Moreover, results indicate that perspective taking leads to less violence, while empathic concern leads to more violence. No significant effect was found for difficulties in emotion regulation on violence. The indirect effect of the relationship between attachment anxiety and violence through the mediators (empathic concern, perspective taking, emotion regulation difficulties) as a set was significant. However, the indirect effect of the relationship between attachment avoidance and violence through the proposed mediators did not reach significance. Implications or future research and clinical practice are discussed.

PREDICTIVE VARIABLES OF ATTITUDES TOWARDS PHYSICAL WIFE ABUSE

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Previous research documented a positive relationship between attitudes towards physical wife abuse, authoritarianism and gender-related system justification. The current study examines whether and to what extent these two variables and attributional complexity predict supportive attitudes towards physical wife abuse. A total of 236 university students (48.3% female, 51.7% male) participated in the study. The data was collected via sociodemographic form, Attitudes Towards Physical Wife Abuse Scale, Right Wing

Authoritarianism Scale, Gender-Related System Justification Scale and Attributional Complexity Scale. According to the results of the regression analysis, gender (0=female, 1=male), right wing authoritarianism and gender-related system justification positively; and attributional complexity negatively predict supportive attitudes towards physical wife abuse. The results contribute to the understanding of contextual factors related to domestic violence.

EMOTIONAL COMPETENCE OF PRESCHOOL CHILDREN AND PARENTAL ATTITUDES

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Analysis of studies of emotional competence shows that this phenomenon is studied to a greater extent in adults than in children, although its active formation begins in childhood. In preschool children, separate components are studied, but there is a small amount of comprehensive research of emotional competence, including the influence of family factors. The aim of the study was to investigate the features and structure of emotional competence of preschool children and influence parent-to-child relationships on emotional competence. «Emotional identification» by Izotova, Projective technique «Emotional regulation strategies» (by Smirnova, Savenysheva), Projective technique «Study of empathy» by Avdulova, Projective technique «Drawing the family», Parent-child emotional

relationship questionnaire by Zakharova. Sample: 93 children (47 boys and 46 girls) aged 5-7 years and 165 parents (93 mothers and 72 fathers) lived in Saint-Petersburg, Russia. The study of gender differences in the level of components of emotional competence revealed a higher level of empathy and a smaller number of non-constructive coping strategies in girls than in boys. Study of the relationship between the components of emotional competence in preschoolers showed that empathy is associated with all components of emotional competence, emotional identification is related with all components except reflection, emotional expression is associated with all components, except emotional self-regulation; reflection is related only with expression and empathy, and self-regulation is associated with emotional

identification and empathy. Correlational analysis of the components of emotional competence and parent-child relationships showed that the emotional sensitivity of the mother is associated with a higher level of emotional identification in preschool children. Higher rates of emotional interaction of mothers and fathers with their children are associated with higher levels of emotional self-regulation. Analysis of the relations between the components of emotional

competence has shown that the components are more related to empathy, as well as emotional identification and expression. The study of the relations of emotional competence and parent-child relationships has shown that emotional identification and self-regulation is most closely related to the indicators of emotional parent-child interaction. Research is supported by RFBR №18-013-00990.

ETHNIC AND GENETIC FACTORS ASSOCIATED WITH ADOLESCENT AND YOUTH HOSTILITY

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Increased tension, hostility and conflict in the behavior of adolescents and young men in modern society in recent times makes the study of hostile strategies among young people particularly relevant. In this regard, the purpose of the study was to study the biological component of the predisposition to hostile behavior in adolescents of different ethnicity. The study involved 285 participants – adolescents and young men of different ethnicity (Russians, Armenians, Kabardians, Dagestanis) aged 12 to 19 years. Buss-Durkee Hostility inventory (in the adaptation of Osnitsky A.K., 1998); isolation genomic DNA from buccal epithelial cells. Statistical analysis and data processing was performed using the PSPP 0.8.5 and the STATISTICA6.1.478. 18% of subjects had low-active variant of the MAOA gene, 63% – highly active. 98% of young people with low enzyme activity show a high level of hostility. Univariate ANOVA indicate a significant correlation ($F = 24,30$; $p < 0,05$) between the propensity to hostile behavior with low activity for this gene enzyme A MAOA (LPR). Distributions analysis of MAOA polymorphic variants in different ethnic groups

showed that in the Russian and Armenian populations the low-active version of the gene corresponds to 9.09% and 8.82%, highly active – 78.41% and 76.47%, the presence of both alleles occurs in 12.50% and 14.71% of sample. In Dagestanis and Kabardin populations, the distribution of the low-active gene variant is 33.33% and 29.48%, highly active in 42.22% and 43.58%, and both alleles simultaneously in 24.44% and 26.92% of subjects. The chi-square test showed that the distribution of the low-active variant of the MAOA gene in the populations of Russians, Dagestanis, and Kabardians significantly differs ($p < 0.006$). Ethnicity affects the polymorphic variants of the MAOA gene. The distribution of low-level MAOA variants in the populations of Russians and Dagestanis, as well as Kabardians, has statistically significant differences. One third of the population of Kabardians and Dagestanis have this polymorphism, in contrast to Russians and Armenians, where it is only in 8-9%. There is a significant correlation between the propensity to hostile behavior with low activity for this gene enzyme A MAOA (LPR).

CONCEPTS OF HUMANNES AND DEHUMANIZATION IN SURVIVORS OF VIOLENCE

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Sexual violence, intimate partner violence and childhood maltreatment – the most common forms of interpersonal violence – have been shown to leave a large number of long-term and debilitating effects on the lives of survivors. On top of post-traumatic symptoms, anxiety, depression, substance abuse, suicidality, somatic complaints, personality disorders and disruptions in neurobiological development, such traumatic interactions may also lead to disturbances in the victim's sense of self. Given the scarcity of studies which have focused on the dehumanization experienced by survivors of sexual violence, intimate partner violence and childhood maltreatment following abuse, our exploratory study has two objectives. First, it aims to investigate how survivors of such forms of interpersonal violence give meaning to the

concepts of humanness and dehumanization. Second, it seeks to explore the psychological processes which lead from experiencing those forms of violence to self-dehumanization. Semi-structured interviews were administered to five adult survivors of sexual violence, IPV and childhood maltreatment. Transcripts were qualitatively analyzed using Interpretative Phenomenological Analysis (Smith, 1996). Results show that all participants experienced self-dehumanization as a result of the violence they went through, which appears mainly as a reaction to PTSD symptoms affecting their capacity to feel and to think. Self-dehumanization also seems to be linked to major interpersonal difficulties. Finally, rehumanization is discussed, with implications for psychological practice and future research.

FALSE MEMORIES IN EYEWITNESS TESTIMONIES, THE EFFECT OF DELAY- REDUCING THE IMPACT AND IMPROVING RELIABILITY OF TESTIMONIES

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A fair trial is considered to be one of the most fundamental human rights and it should be protected at the highest level, but it has been recognized that mistakes made by witnesses are a significant factor of wrongful court judgements. These mistakes can occur because of false memories, a phenomena in which a person recalls a memory that did not actually occur. The aim of this research is to discover a new way of reducing the influence of false memories in eyewitness testimonies and to test the effect of delay. Specific materials-video, questionnaire and misinformation question – were designed in an experiment to produce false memories and discover their influence. Research participants-128 students. The participants were randomly divided into two groups with a 2 x 2 design with factors: warned / not warned, misinformed / not misinformed. Qualitative analysis was used to verify whereas a simple warning about the false memories phenomenon can decrease false memories and increase the reliability of testimony. For False memories' totals statistically significant difference for warning, interaction and misinformation has been revealed : warning F (1,124)= 20,02, p<0,01;

misinformation F (1,124)= 29,94, p<0,01; warning * misinformation F (1,124)= 14,99, p<0,01. The testimony accuracy, statistically significant difference between warning and misinformation was revealed: warning F (1,124)= 38,02, p<0,01; misinformation F (1,124)= 5,22, p<0,05; warning * misinformation F (1,124)= 5,22, p<0,05. But testimony carefulness no statistically significant difference has been revealed: warning F (1,124)= 2,62, p>0,05; misinformation F (1,124)= 5,22, p<0,05; warning * misinformation F (1,124)=2,18, p>0,05. Results showed that the memory of eyewitnesses can be damaged by leading questions, and false memories can arise, but pre-warning can reduce the influence of false memories and increase the reliability of eyewitness testimony. The findings of this research show that state institutions like the police or court, have to take the false memories phenomenon into account. Results suggests that using pre-warning procedure in court and by the police would improve the reliability of testimony. This pre-warning method used in the research is simple, and can be used in any legal systems and institutions.

PSYCHOPHYSIOLOGICAL INDICES OF VECTION ILLUSION

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Vection describes the sensation of ego-motion induced by moving visual stimuli that cover a large part of the visual field. The research was aimed to study: 1) whether perception of visually induced circular vection is changed if rotational velocities of 30, 45 or 60 o/s of stimuli are used, and 2) what is the psychophysiological mechanisms of vection perception. In the experiments we used the eye tracking to examine parameters of optokinetic nystagmus to identify vection perception periods and to analyze the brain activity during these periods. Vection was provoked by the rotating optokinetic drum with black and white stripes in CAVE virtual reality system. 17 volunteers with healthy vestibular systems took part in this study. Subjects passively observed rotating stimulation and pressed the button to indicate the vection onset. 18 trials (3 velocities x 2 directions (left and right) x 3 repetitions) were presented in pseudorandom order. The duration of each trial was 2 min. Several dependent variables were obtained:

vection onset latencies, vection intensity, Simulator Sickness Questionnaire (SSQ) scores to evaluate motion sickness strength, EEG parameters. It was found that for all stimuli rotation velocities slow phases of nystagmus were significantly longer compared to non-vection periods ($F = 44,5, p < 0,01$). During 60 o/s rotations SSQ scores and vection intensity rates were the highest, and vection onset times were significantly shorter. Although during vection perception periods we found the decrease in alfa-band activity in parietal and central areas of left hemisphere. Thus we revealed the temporal relationship between optokinetic nystagmus dynamic, brain activity and vection perception. It is suggested that the increase in slow phases of nystagmus and decrease in alfa band because of revealed to increase the sensory conflict between visual and vestibular sensory channels. The research was supported by the grant from Russian Foundation of Basic Research, project # 17-36-01101.

CHILD ABUSE REPORTED BY ADULTS WHO EXPERIENCED SEPARATION OR DIVORCE FROM THEIR PARENTS

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When parents divorce and there are children, few people are prepared and often travel with difficulty to this new state, sometimes leading to situations of conflict that are detrimental to the emotional health of children. The objective of this study was to have a first approach to the experiences and reports of any form of abuse, referred by adults who had experienced the divorce of their parents in their childhood and adolescence, from physical abuse to negligence, as well as reports of manipulation of one of the parents (mom or dad) to say negative things about the other or reject it. It should be clarified that the moment in which the abuse was presented was not explored, however, this study seeks to envisage two things: first, the everyday that may be child maltreatment, given the alarming figures that exist, for example, Unicef estimates that in Mexico, 62% of children have suffered some form of violence at some point in their lives. Secondly, make a contribution regarding the psychological well-being that young people and adults who have passed their parents'

divorce and how related the abuse can be. A total of 485 respondents were obtained to the demographic background questionnaire, as well as the questionnaire for the reporting of experiences of child abuse, based on Baker & Ben-Ami (2011). 63.3% were from Mexico City, 29.7%, 82% were women and with an average age of 29.09 years. The third part of the sample reported that the separation occurred when they were between 6 and 7 years. Among relevant results, it was found that 57% reported having lived one of the most obvious forms of abuse that is the physical, 28% reported having experienced some situation of Child Sexual Abuse. Alarming figures that largely represent the condition of the population in Mexico, because although there were some respondents from other countries, it was decided to leave them because it would be important to analyze the results finely and see if the situation changes if the experience of abuse is compared in Mexico with that of other Spanish-speaking countries. Some other issues are reported.

DIALOGICAL PSYCHOLOGY AND ITS APPLICATIONS

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The research discussed is aimed at examination of the nature of psychological knowledge and psychological experience. Sociological and phenomenological analysis of psychological intellection and of structures of psychological knowledge demonstrates that psychological knowledge is determined by culture and history. Psychological knowledge when analyzed historically is a cultural construct based on psychological "perception" that in its turn is constructed by certain cultural experience, i.e. experience of self-awareness within certain society. We conducted multiple research projects devoted to the history of psychology and psychotherapy, fundamental conceptions of personality theory, psychotherapeutic process and personality of psychotherapist, etc. The projects were based on objective sociological, hermeneutical and phenomenological analysis. As it was demonstrated, psychological knowledge is principally dialogical and is rationalized during practical elaboration and implementation. Thus, it proves the importance of dialogical analysis and significance of understanding every psychological knowledge or experience within the historical context it first appeared in. It brings us to conclusion that every

psychological knowledge is based on psychological experience constructed by social relations a person was involved in and their interiorization. Thus, psychological experience is to be understood as an experience of self-awareness and as a dialogical experience. It is elaborated and differentiated in activities, only then it can be transformed into rational experience that can serve a basis for life psychology of a person and psychotechniques. It means that every psychological conception can be reconstructed in the terms of dialogue and psychotechnical organization. Such an understanding of psychological experience leads us to the following objectives dialogically perceived psychology could achieve: 1) explication of this experience, as a result we deconstruct knowledge as a number of social and psychological dialogues and psychotechniques developed; 2) synthesis and optimization of these dialogues and as a result, elaboration of life experiments aimed at mental development; 3) elaboration of new psychotechniques, psychotechnical cultures; 4) psychological methods for organization of the dialogue between cultures and civilizations on the new scientifically proved level.

THE ROLE OF EMOTION REGULATION DIFFICULTIES EXPLAINING THE LINK BETWEEN COPING WITH SHAME AND DEPRESSIVE SYMPTOMS

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Shame is described as an overwhelming emotion which may direct individuals adaptive or maladaptive behaviors depending on the ways it is regulated. According to Compass of Shame Model, there are four maladaptive ways of coping with shame, namely Withdrawal, Attack Self, Attack Other, and Avoidance. Maladaptive coping with shame may make individuals vulnerable to depression through the paths of emotion regulation difficulties. Thus, current study aimed to investigate the mediating roles of areas that individuals have difficulties in regulating their emotions between shame coping ways and depressive symptoms. With this purpose Demographic Form, Compass of Shame Scale, Difficulties in Emotion Regulation Scale-Brief

Form, and Beck Depression Inventory were used. A path analysis was conducted with 483 adult participants. Results indicated that The relation between Attack Self and Withdrawal with Depressive Symptoms was mediated through emotion regulation difficulties in finding strategies, clarity, and acceptance domains. Attack Other, on the other hand, related with depression only through difficulty in finding strategies domains. Individuals using different coping strategies of shame are vulnerable to depression through different domains of emotion regulation difficulties. These findings, clinical implications, and suggestions were discussed in the light of current literature.

POSSIBLE ORGANIZATIONAL EFFECTS OF OXYTOCIN: EMOTION RECOGNITION DIFFERENCES BETWEEN CAESAREAN- AND NATURAL-BORN ADULTS

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First recognized as a regulator of parturition and lactation, the neuropeptide oxytocin has recently gained attention for its ability to modulate social behaviors. Its multifaceted effects are ranged from facilitation of labor to enhancement of romantic attachment. Although the acute effects of oxytocin on the brain and behavior have been extensively studied in many species, its organizational effects remained to be explored. Based on the recent findings concerning its long-term effects and given the amount of oxytocin released during vaginal delivery is substantially larger than caesarean delivery, we predict that the differences in perinatal levels of oxytocin between natural-born and caesarean-born individuals might produce long-term differentiations in their emotion recognition performances. We tested this hypothesis in two studies. First, we aimed to obtain best representing pictures of seven facial expressions (Angry, happy, disgusted, surprised, sad, scared, and neutral). The participants (N=50) evaluated 126 facial pictures obtained from stage actors and actresses (N=18) for the extent to which

each picture represented the given emotion. Based on the evaluations, best representing 9 pictures for each emotion category were selected. In the second study, the pictures were presented to 82 college students (45 females, 22 were caesarean-born; 37 males 18 were caesarean-born) for 30, 40, and 50ms durations using SuperLab 4.5 system. The participants responded as accurately and quickly as possible by response keys assigned to each facial emotion. Results showed that the vaginal-born participants recognized emotions better than their c-sectioned peers $F(1, 78) = 54.32; p < .01$. Sex by Type of Delivery ($F(1, 78) = 8.86; p < .01$), Sex by Exposure Duration ($F(2, 156) = 10.82; p < .01$), and Exposure Duration by Type of Delivery ($F(2, 156) = 7.05; p < .01$) interactions were also found to be significant. The findings suggest that the effects of birth-type may be mediated by the levels of oxytocin exposed during peri/post-natal developmental stages. Human females may be more sensitive to the oxytocin levels also they may be better at utilizing the oxytocin, than their male peers.

USING NETWORK THEORY TO UNDERSTAND HOW ENVIRONMENTAL FACTORS SHAPE PRESCHOOL SYMPTOMS OF PSYCHOPATHOLOGY

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Network theory can provide new insight into symptoms of psychopathology and their interaction with risk-factors. Greater emphasis on context and the reciprocal interaction of variables in a network offers a more intricate understanding of the role individual risk-factors. In our study we leveraged concepts from network theory to better understand data on risk-factors associated with preschool psychopathology. We analyzed data on the psychopathological symptoms and risk-factors (biological and family risk-factors, parenting styles) from 17189 children who participated in the Systematic Screening Survey of Three-year-olds. We focused on the analysis of global connectivity of the combined network, as well as the role of individual risk-factors in connecting environmental influences with behavioral outcomes (i.e. bridge connectivity) by using network bootstrap methods. Using network simulation we also examined the impact of interventions aimed at reducing either more central or more peripheral risk factors. Among the examined risk-factors parenting practices, specific biological risk factors and cultural differences between the family and wider cultural proved to have the greatest connectivity with our

combined network of risk-factors and symptoms. Parenting practices had especially high bridge connectivity (bridge closeness and expected bridge influence), indicating they represent a vital link between environmental risk-factors and behavioral symptoms. This was further confirmed by our network simulations showing that interventions focusing on parenting practices had the greatest impact on psychopathological symptoms. Specifically, reducing indulgent and inconsistent parenting was predicted to have a moderate effect on externalizing (95% CI for Cohen $d=0.43-0.47$), and smaller effect on internalizing symptoms (95% CI for Cohen $d=0.15-0.19$). This effect was more pronounced when the environment included multiple risk-factors (95% CI for Cohen $d=0.60-0.64$). At high levels of expression externalizing symptoms showed a high degree of connectivity with each other, making them less sensitive to the potential modulation of parenting practices (95% CI for Cohen $d=0.10-0.14$). Our results show the potential network theory has to advance insight into the etiology of psychopathology and offer psychologist with an opportunity to tailor and combine mental health interventions more specifically for different groups.

PREVENTION OF RADICALISATION, THE NEEDS OF FAMILIES

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Radicalisation that leads to terrorism is one of the phenomenon that has dominated both national and international agenda in the recent decades; it also has its disturbing impact on families and societies. Our interviews with several families, who were dealing with the process of radicalisation of their children, confirm this. The devastating effects of radicalisation was observable. There are several reasons why radicalisation occurs. Sageman (2004) argues that social bonds (friendship, kinship and discipleship) have forced many individuals to radicalise and to participate in terrorist activities. Similarly, Bakker (2006) after analysing 242 individuals concludes that there are many socio-economic factors like unemployment, injustice, kinship, criminal record behind radicalisation and terrorist activities. Bloom (2005), Ganor (2009), Hundley (2011) and Walker (2007) discuss the same motives but from different perspectives. Finally, Arian (2012) former Deputy Director of the

Department of Human Rights at the Ministry of Foreign Affairs in Afghanistan admits that the process of radicalisation which finally leads to terrorism is a highly complex phenomenon in terms of its concept and motivations. He adds that despite scholarly efforts to address the root causes of radicalisation and terrorism there are still significant uncertainties. There are also several reasons why families fail to deal with the process of radicalisation of their children. Lack of knowledge around the topic, taboo, inability to recognise its signs and unawareness where to ask for help are some reasons why parents fail / failed to prevent their children from radicalisation. This research explores the role of families in the process of radicalisation leading to violent extremism. Results of interviews with families of radicalised youngsters are being presented and first conclusions are presented on the impact of these insights.

IDEA OF PROJECTIVE EXPERIMENT AND ITS ELABORATION ON THE BORDER OF EXPERIMENTAL AND PRACTICAL PSYCHOLOGY

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The idea of this research originates from two sources. First one is a projective methods. As known, they undergo a crisis now and are reduced to problems of scaling, simple cognitive self-descriptions, etc. Second one is the development of a child and attempts to describe and to analyze psychotherapeutical process. Systematical research of such complex psychological phenomena culminated in perception that the ontology of self-awareness needs to be introduced to psychology. On the one hand, this ontology opens up new opportunities in analysis and description of communication happening during psychological assessment including organization of psychological experiment. On the other hand, it breaks new ground in phenomenological and dialectical analysis of the collected material. Thus, we receive descriptions both of organization of the experiment and of analysis of its results (i.e. of the psychological phenomena and their organization) in the same language – in the language of dialogue. This double description allows to distinguish between different layers of self-awareness, its projection and exteriorization. Moreover, it provides us with accurate description of how these processes are organized. So, the

communication stimulated by a researcher and built on the principle of reflection, on the one hand and phenomenological analysis of inner dialogues within the self-awareness of a patient, on the other hand open up new horizons in the development of projective experiment. It is demonstrated that experimental research organized in such a way may become not only the initial stage of psychotherapy, but also a way to organize psychotherapeutical process. Furthermore, it could be used in rehabilitation, organization of psychological help and development. In rehabilitation, this approach allows to include patient's inner motivation in rehabilitation process. If integrated with techniques of formation experiment developed within the activity theory, it allows to elaborate methods not only of an formation experiment, but also of a developing experiment that could potentially transform into interiorized self-experiment, i.e. become similar to psychotherapy, but in this case, it would be something (skill, quality, etc.) shaped in concrete and controlled conditions. Systematical elaboration of these ideas could lead to convergence and even integration of experimental and practical psychology.

VIRTUAL REALITY EXPOSURE THERAPY FOR PUBLIC SPEAKING ANXIETY CORRECTION

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It is well known that virtual reality exposure (VRET) is may be effectively applied in the treatment of phobias. The present study devoted to investigation the virtual reality application to decrease the level of anxiety during public speaking (PSA). The hypothesis was that PSA level will decrease in the real life after systematic desensitization in the virtual environment. 23 subjects suffering from PSA fulfilled an adopted State-Trait Anxiety Inventory (STAI). After this, the level of anxiety was fixed using biofeedback test. As a managed parameter during biofeedback test we used the galvanic skin response. Then subjects were invited to prepare a short public speech in the virtual environment, where the virtual audience was disinterest (someone was talking, someone was asleep) and where different distracting factors appeared (light flashes in the audience). After such presentation the level of anxiety was fixed by biofeedback method again.

The HTC Vive virtual reality system was used. The virtual environments for this experiment were developed by Modum Lab. Each participant carried out 7 training of public speaking. Results showed that according to STAI and neurofeedback three groups of subjects took part in the experiment – 8 people with a high level of anxiety, 10 people with a moderate level of anxiety and 5 people with a low level of anxiety. The significant differences in VRET decrease were revealed between groups ($p < 0,01$). The group with high anxiety values found the greatest decrease in anxiety in comparison to other groups which did not differ in this parameter. However all participants decreased the level of anxiety and improved their skills in public speaking. Thus we concluded that using VRET is relevant for the correction of such social phobias as PSA. This work was supported by grant RFBR # 17-29-02169.

CAN THE DESTIGMATIZATION OF SEXUAL VIOLENCE REDUCE THE TRAUMATIC SYMPTOMS' SEVERITY?

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The high latency of the rape and the low appeal of rape survivors for psychological help in the Russia make the study of the rape stigma urgent. A three-dimensional model of the rape stigma includes elements of victim's devaluation, social disintegration, and the secrecy of the rape (Levett, 1989; Smith, 2001). How much the stigmatization of rape survivors is associated with their traumatic symptoms? Fifty women – survivors of the sexual violence with the different levels of the severity, participated in the anonymous online study. Life Experience Questionnaire (Norbeck, 1984; Sarason et al., 1978), Sexual Experiences Survey (Koss M. P., 2006), Stigma Scale (Gibson, Leitenberg, 2001),

Rape Stigma Scale (modification of Khodyreva N., 2016), Blame Attribution Scale (Meyer C. B., Taylor S. E., 1986), SCL-90-R (Derogatis et al., 1973) in the adaptation of Tarabrina N. (2007) were used. The results showed direct correlations between the level of rape stigma, the level of self-blame and the traumatic symptoms. A positive relationship was found between the variable "severity of sexual violence" and the level of the Rape Stigma Scale ($r = 0,482, p \leq 0,05$). The correlations indicate that the more rape stigma is expressed among survivors of sexual violence, the more they experience traumatic symptoms. With a high level of stigmatization, women who have experienced

sexual violence were more likely to blame themselves for their own personality traits or behavior ($r = .561, p \leq 0.01$). It can be recommended that it is necessary to support the disclosure of information on the sexual violence among survivors in the safe interpersonal and therapeutic

relationships. Also, the experience of anonymous or open disclosure of sexual violence through flash-mobs in the Internet works to reduce the rape stigma by the disclosure of secrets and mass social integration.

IMPLICIT FACTORS AFFECTING OCCUPATIONAL SAFETY: A CASE STUDY IN THE AUTOMOTIVE INDUSTRY

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The present study covers the initial diagnostic stage of complex ergonomic project on optimization of working conditions at the automobile plant producing stamped car body parts. The research aim of the discussed stage was to identify key factors among working conditions and work tasks affecting occupational safety of plant employees. The design of the study included two directions. The first direction concerned analysis of occupational injuries/errors and their time dynamics during shifts for the previous 5 years as integral indicators of occupational safety and its disruptions. The second direction included a comparison of data gathered from previously performed legal audit of working conditions with data of real-time observations of work process, in order to identify possible gaps in the normative assessment of working conditions. The sample included two professional groups of workers – operators of stamping automatic/semi-automatic lines and drivers of forklifts. In total, 209 incidents were analyzed: 108 cases of injuries of operators and 101 cases of errors of drivers, for whom injuries

are not typical. The results indicated that: 1. The maximum frequency of both injury and errors surprisingly takes place during the first shift (6:00 a.m. – 14:30 p.m.), which is most similar to regular office regime: the ratio of % injuries (from the total number) during the first shift to second to third is 56%: 22%: 13% for operators, and 50%: 33%: 16% for drivers. 2. The maximum frequency of injury in operators' group happens in the period between 3d and 4th working hours, in all three shifts. Intra-shift time dynamics of drivers' errors is more blurred due to the lack of strict, externally regulated time work mode. 3. The key specificity of the operators' work activity was allocated: in addition to receiving and moving parts from the stamp, they are constantly carrying out tactile quality control on a production line. This work task is not regarded in normative documents and, thus, in normative assessment, but is the key psychological factor of work intensity for this professional group. The results are discussed taking into account the existing normative documentation and current ergonomic concepts of occupational safety.

PSYCHOLOGY OF REHABILITATION AND NEW PERSPECTIVES OF DEVELOPMENTAL PSYCHOLOGY

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Contemporary rehabilitational practices even if numerous are only partly productive because of absence of general concept of rehabilitation. Widespread rehabilitational practices and practices of psychological help served as a material for our analysis. Based on structural and phenomenological analysis, we conclude that efficiency and intenseness of these practices are based on their psychological fundament, because psychological organization of rehabilitation designates motivation that in its turn defines its results. It brings us to the conclusion that just as pathopsychological research reopened a new, deeper essence of psyche, so deeper understanding of mechanisms used in rehabilitation opens more fundamental basis of developmental psychology. The essence of rehabilitation can be understood as development of a patient's self-awareness, i.e. we are speaking not only about recovery, but about development as well. Rehabilitation proves to be effective only when it affects deepest layers of self-awareness within the psychological domain of progression and regression. Furthermore, the depth of regression determines energetic structure and recovering potential. Analysis of effective rehabilitational practices demonstrates that their efficiency is designated by controlled

systematic regression to basic and stable personality organization. Such an analytical regression could not only fill the gaps of development, but also define a new line of development. It means that only development of self-awareness is possible, and we understand self-awareness in the style of Hegel as an essence of awareness determining inner structure of selfhood. Such concept of self-awareness is different from the concept of perception that includes only certain cognitive moment of it. This concept grasps the very essence of rehabilitation in general, beginning from rehabilitation of disabled people and psychiatric patients to rehabilitation of persons deprived of liberty and the whole nations. Such understanding of rehabilitation opens up new perspectives in developmental psychology and new perception of psychology as a whole, where psyche becomes not an abstract essence, but a functioning psychotechnical structure whose development is organized by self-awareness. Methodology of rehabilitation understood in such a way includes understanding psychology, psychology of dialogue, psychotechnics aimed at organization of controlled regression as well as psychotechnics of self-awareness's actualization and its development.

INHIBITORY SPILLOVER EFFECT ON INHIBITION OF UNWANTED THOUGHTS

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Inhibitory spillover effect(ISE) refers to diffusion of inhibitory effects from one brain region to another. This effect manifests itself by enhancing performances on simultaneously performing tasks which require different types of inhibition. We designed a study to test whether or not the ISE facilitates inhibition of unwanted memories. By addressing this issue, the effect of such diffusion on the inhibition of stimulus' long-term representations in brain has also been examined for the first time. We sampled 30 of psychologically healthy people and created intentional physiological inhibition (urination urgency) through a bogus water taste task. Totally 50ml. and 1000ml. of water was consumed in low (LUU, n=15) and high urination urgency (HUU, n=15) condition, respectively. Participants were then given a set of questionnaire in order to both measure study related features and to spend the time necessary for urination urgency. After completion of forms, participants performed Think/No-Think(T/NT) task. During the task, participants were asked to learn 30 object(cue)-scene pairs first, then cues were presented alone with either green or red frame and according to the frame, participants

were asked to either recall(green) or suppress(red) the associated scene. Finally, cues were presented without colored frames, and asked participants to remember the associated scene as many detailed as possible. Stimulus presented in T/NT task divided into 3 sets and two of them were used for think or no think condition and remaining set was used for baseline condition. Assignment of the sets to the conditions was counterbalanced across participants. Inhibition performances were calculated by subtracting the mean number of details remembered in the no-think condition from the baseline condition. After we verified that our manipulation was worked well, we compared the inhibition performances of two groups and revealed that the HUU group showed greater inhibition performances than the LUU group ($p < .05$; Cohen's $d = 0.76$). We concluded that facilitating effect of ISE is not specific only to inhibition of external sensory stimulus itself, but also inhibition of their long-term memory representation. We believed that our findings have also important clinical and cognitive implications for people suffered from inhibition related problems.

THE RELATIONSHIP BETWEEN MOTHER'S ATTACHMENT STYLE AND CHILD'S PROBLEM SYMPTOMS: THE ROLE OF CHILD'S EMOTION REGULATION SKILLS

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Decrement in children's emotion regulation abilities were shown to be related with their emotional and behavioral problem symptoms. The aim of this study was to investigate whether children's emotion regulation abilities mediate the relationship between mother's attachment domains (anxious and avoidance) and children's emotional and behavioral problem symptoms. Participants consisted of 157 mothers living in Turkey, who have children between the ages of 47- 73 months. Participants filled a self-report measure form; which includes Experiences in Close Relationships-Revised (Fraley, Waller, & Brennan, 2000), Emotion Regulation Checklist (Shields & Cicchetti, 1997), and Social Competence and Behavior Evaluation Scale

(Fabes, Eisenberg, & Berntzweig, 1990). Indirect macro analysis showed that the relationship between mother's attachment domain (both anxious and avoidance) and child's anxiety-internalizing problem symptoms was mediated by children's emotion regulation abilities. Furthermore, there was a mediating role of child's emotion regulation abilities in the relationship between mother's avoidant attachment domain (but not anxious attachment domain) and child's aggression-externalizing problem symptoms. Both mother's self-reported attachment and child's emotion regulation abilities contribute to the problem symptoms of children. Findings were discussed in accordance with cultural issues and relevant literature.

SOCIAL MEDIA TOOLS: ARE THEY EFFECTIVE FOR HEALTH BEHAVIOR CHANGE?

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Social media tools (SMTs) are becoming a popular vehicle of health behavior change interventions. Despite their rapid growth in notoriety, little is known about the effectiveness, mechanisms of actions and the pitfalls of using SMTs in such interventions. The current study aimed to conduct a meta-analysis with a systematic review, and pitted together RCTS of SMTs interventions on health behavior change (physical activity, weight loss, smoking and alcohol intake), in the general population, alone or as part of larger interventions, in order to assess the magnitude of effects on: a) actual behavior, b) participants' knowledge and skills, and c) participants' satisfaction with the intervention. We investigated potential moderators of these effects, by taking into consideration the length of interventions, other program components, the type of SMTs (commercial and non-commercial), the type of target behavior, and the quality of the RCTs. We excluded correlation studies and research carried with children populations or those having medical conditions.

Our analyses on 34 studies showed that overall, the quality of RCTs was satisfactory, with some underpowered studies. The overall effect size on behavioral outcomes in lifestyle interventions was small, $d = 0.195$, $CI_{95\%} = [0.110, 0.280]$ though significant ($Z = 4.49$, $p < 0.001$). There were no differences in effectiveness between types of interventions using SMTs, such as for physical activity, weight loss, quitting smoking, or alcohol intake, $Q(2) = 1.823$, $p = .402$. Commercial SMTs, such as Facebook had medium to large effects in interventions, $d = 0.410$, $CI_{95\%} = [0.198, 0.622]$, while non-commercial ones such as blogs, internet discussion forums or message boards had small to moderate effect sizes, $d = 0.199$, $CI_{95\%} = [0.018, 0.381]$. Introducing SMTs in behavior change interventions is a promising approach. However, well conducted RCTs that incorporate SMTs in theory-driven, well designed and adequately powered interventions should be prioritized before integrating SMTs in actual health promotion interventions

VALIDATION OF THE RUSSIAN VERSION OF "ATTACHMENT STYLE QUESTIONNAIRE" (ASQ, J.A. FEENEY, P. NOLLER, M. HANRAHAN, 1994)

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Psychometric properties of the Russian version of widely employed by western psychologists "Attachment Style Questionnaire" (ASQ), created by J.A. Feeney, P. Noller, and M. Hanrahan, have been evaluated on the sample of Russian university students from Barnaul and Vladimir ($n = 102$). Additional 5 questionnaires including Attachment to Close People Questionnaire by N. Sabelnikova and D. Kashirsky, Self-Description Questionnaire for Young Adults (SDQ III) by H.

Marsh, Singelis Self Construal Scale and a demographic survey were employed in the study. Exploratory factor analysis and confirmatory factor analysis were performed to test the dimensionality of the tool. Factor structure of the Russian version of the questionnaire almost completely reproduces the factor structure of the original tool on the whole, but some items were low on scores in the estimated values of regression. The model was improved by

eliminating of these items. The developed instrument showed sufficient discriminant and convergent validity. Reliability of ASQ scales was confirmed by Cronbach's alpha coefficients and by retest reliability (N=60) with interval of 2

weeks between time 1 and time 2 testing). The translated instrument has demonstrated good psychometric properties and is suitable for attachment research on Russian samples and for cross-cultural research.

THE ROLE OF ACADEMIC SELF-CONCEPT AND EMOTIONAL SELF-EFFICACY IN POSITIVE AND NEGATIVE FEEDBACK EFFECTS ON ANAGRAM SOLVING

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The problem of the feedback efficacy has great practical importance in the educational psychology. In many researches it was shown that positive and negative feedback can be useful (Dahling, Ruppel, 2016) or to have different efficacy for the different purposes. At the same time, there are reasons preventing the effective use of both positive and negative feedback (Audia, Locke, 2003, Dahling, Ruppel, 2016). We aimed to investigate the interaction of academic self-concept and emotional self-efficacy with positive and negative feedback effects in anagram solving, assuming it is significant. We investigated the interaction of academic self-concept and emotional self-efficacy with positive and negative feedback effects in anagram solving. Two groups of respondents participated in the research – 131 school students aged 12-15 and 124 adults aged 18-37. All participants were randomly divided into three groups. They

solved anagrams with positive/negative feedback or without any feedback. School students also filled out Avrora's questionnaire and Emotional Self-Efficacy Scale. The results showed that positive feedback condition enhanced anagram solving in comparison to absent feedback condition. We also found that efficiency of the anagram solving of participants with high academic self-concept in analytical skills does not depend on feedback type. Additionally, participants with high emotional self-efficacy tend to solve anagrams without any feedback more efficiently than participants with middle and low emotional self-efficacy. Apparently, if the person has a high level of emotional self-efficacy and academic self-concept, the problem solving becomes independent of external assessment. This research was supported by the Russian Foundation for Basic Research, projects № 18-013-01023 & № 17-06-00574

STORYTELLING AS A STRATEGY FOR THE SELECTIVE PREVENTION OF HARMFUL USE AND DEPENDENCE ON CANNABIS IN JUVENILE OFFENDERS

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Storytelling interventions can boost motivation to abandon risk behavior. This technique can generate intentions for change, help set behavioral goals, and facilitate the control of change. From a community approach, storytelling addresses ecological diversity, understood as all those contextual, cultural and differential aspects including the different sections of identity and substance abuse. Storytelling approaches the problem of substance abuse from a fully identitarian perspective. The aim of this study is to test the

effectiveness of the storytelling technique in preventing the use of cannabis in juvenile offenders. In particular those who begin to experiment with this substance in order to prevent harmful consumption and dependence on cannabis in juvenile offenders who already manifest harmful consumption to reduce this pattern of consumption. A mixed sequential design will be used with two phases of information collection. Its effectiveness will be shown in juvenile offenders with similar contextual and psychosocial characteristics.

TORAJA CULTURAL FUNERAL: THE EFFECT OF RELIGIOUSITY AS MODERATOR VARIABLE ON THE RELATIONSHIP OF CULTURAL VALUE AND ANXIETY ABOUT AGING

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This research aims to determine the relationship between the cultural value of AAS (Anxiety about Aging) and religiosity as a moderator variable. The subjects of this research were Toraja community in the middle age group (40-60 years old) and late adults (60 years old and over) who were still performing the ritual of Ma 'Nene' or Ma 'Ta' Da' amounted to 174 research subjects. The instrument used in this research was INDVALS scale (Sihombing, 2014) to measure cultural value ($\alpha = 0.866$), AAS scale (Lasher and Faulkender, 1993) to measure anxiety about aging ($\alpha = 0.82$), and the Religiosity Scale that

has been modified and rearranged based on the dimensions of religiosity by Stark & Glock (1968). The method of analysis used was PROCESS method by Andrew F. Hayes, which was used through the SPSS 21.0 for Windows statistical program. The analysis results showed that the significance value (p) was $0.5687 > \alpha = 0.05$, so the research resulted that religiosity has no effect on the relationship of the variable of cultural value and anxiety about aging of Toraja community. In addition, the cultural value of Toraja community was proven to play a role in anxiety about aging by 33.7%.

THE CORRELATION BETWEEN CAREER SUCCESS AND PROFESSIONAL MOTIVATION CHARACTERISTICS OF MEDICAL PRACTITIONERS WITH DIFFERENT SPECIALIZATIONS

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Currently, increased attention is drawn to well-being and job satisfaction of professionals in relation to the necessity of work efficiency improving. The research of qualitative differences in professional motivation characteristics of workers with different level of career success is considered as important. Career success is interpreted as a set of positive results of human professional development accordingly to objective and subjective career evaluation criteria. It is necessary to remark that subjective assessment of career success is key for worker. The actual study was aimed to reveal the correlation between career success and professional motivation characteristics of medical practitioners with different specializations. The research was conducted in 50 medical practitioners with different specializations. The hypothesis is that career success of medical practitioners is related to their professional motivation characteristics. The assessment methods included the checklist

designed to get data about professional activity and self-assessment of career success, job satisfaction survey, career anchors questionnaire (Schein) and career motivation questionnaire (Noe, Noe and Bachhuber). The results revealed that the medical practitioners with a high level of career success self-assessment are more oriented to entrepreneurship as a career anchor ($r=0,282$, $p=0,048$) and try to find opportunities for professional and career development ($r=0,292$, $p=0,041$). They are more satisfied with the work and less prone to evaluate job stress factors which interfere professional success with high rate ($r=0,311$, $p=0,028$). The medical practitioners with less level of career success self-assessment are oriented on the place of work stability ($r=-0,296$, $p=0,037$). The data confirm: medical practitioners with different level of career success self-assessment have significantly different professional motivation characteristics. These results allow to elaborate motivation programs for medical practitioners.

DEVELOPMENT OF PERSONALITY IN STUDENTS WITH DISABILITIES IN CONDITIONS OF INCLUSIVE LEARNING

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Background. Series of studies directed on personality development in university students with disabilities under conditions of inclusive education both in a) traditional and b) distant (online) forms were conducted at Moscow State University of Psychology and Education. Methodology, research design and methods accumulating the achievements of modern domestic and foreign pedagogics and psychology were applied: cultural and historical psychology (L.S. Vygotsky), activity theory (A.N. Leontyev), concepts of personality potential and hampered conditions of development (D.A. Leontyev), self-determination theory (E. Deci, R. Ryan, K. Sheldon), positive Psychology (M.Seligman, M. Csikszentmihalyi), wellbeing concepts (K. Ryff, E. Diener) ideas of inclusion, methodology of distance education and learning.

The main idea under study: inclusive education, assistive/computer technologies, electronic/distance/online learning could be considered as a conditions and tools for personal development in students with disability.

Method. In different studies various methods were applied: 1) different measures of Motivation, Values, Goals, Social adaptation, 2) Scales for assessing disabled students' special difficulties in learning, 3) measures of personality resources: Noetic orientations test (Leontiev,

1992). Hardiness Survey (Maddi, 2001) MSTAT-I (McLain 1993), COPE (Carver, Scheier, Weintraub, 1989), Generalized self-efficacy scale (Schwarzer, R., & Jerusalem, 1995). 4) measures of wellbeing: SWLS (Diener, Emmons, Larsen, Griffin, 1985), VT-d Scale (Ryan, Frederick, 1997), 5) PTG Inventory (Tedeschi, Calhoun), PTSD' measure, 6) SSQ (Sarason&Sarason). Some studies used longitudinal design.

Results. In all studies were shown the close connection between social, personality resources in students with disabilities and effectiveness of their learning and adaptation. The moderating effect of personality resources in coping with learning and life challenges were investigated. The role of caregivers in personality development and coping with difficulties were clarified. The types dynamics of personality resources in students with disabilities while learning were found. Now our studies are in progress.

Discussion The data is calling for interdisciplinary research including special psychology, psychophysiology, held in different universities and in various conditions of education for students of disabilities in our country and abroad. The study was supported by Russian Foundation for basic research project № [19-013-00904](#).

PSYCHOMETRIC PROPERTIES OF ALTRUISTIC INVESTMENT SCALE

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The analysis of the phenomenology of prosocial behavior and the idea of functional network roles were used for differentiating the strategy of "altruistic investment" – prosocial networking strategy aimed at accumulating social capital by means of contributing to the welfare of others, improving the quality of the social environment. The concept of networking strategies allows scientists to consider the social behavior of an individual in terms of her involvement in the mechanisms of social capital formation and conversion. The criteria of altruistic investment which formed the basis of the scale were: 1 – the readiness and willingness to help; 2 – benevolence as the norm of relationships with other people; 3 – focus on the common good, on improving the situation for everybody; 4 – willingness to help disinterestedly, without return and out of the perspective of cooperation; 5 – the importance of the common good compared to personal reputation. The strategy has three-part structure and consists of value, motivational and behavioral components. The hypothesis was tested that the scale of altruistic investment is reliable and valid. The online survey sample

included 267 respondents from Russia, age 22.78 ($\sigma=3.66$), 55% of women. Marlow-Crown Scale, Schwartz value orientation measure (Russian version by Karandashev), social dilemma list (decomposed Dictator game, Ultimatum game and Common Goods dilemma), Dispositional Egoism Scale (Muzdybaev), Altruistic Attitude Measure (Potyomkina); Cronbach's alpha, Spearman r , Student t -test, factor analysis, structural modeling. The reliability of the scale was 0.75 (Cronbach's alpha), the correlation with the social desirability scale was not significant ($r = 0.105$). Constructive validity is confirmed by the expected correspondence with: 1- values of benevolence ($r = 0.241, p \leq 0.001$) and universalism ($r = 0.422, p \leq 0.001$); 2 – the choice of the behavior in social dilemmas; 3 – altruistic attitudes ($r = 0.523, p \leq 0.001$); 4 – egoism ($r = -0.332, p \leq 0.001$). It was found also that the strategy assessed by the altruistic investment scale, is associated with all three components in the expected way. These data allow concluding the Altruistic Investment Scale has good psychometric properties, it is reliable and valid. Funded by grant RFH № 17-06-00777.

A MOBILE APP TO HELP MANAGE AND OVERCOME DEPRESSION STEP-BY-STEP

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In their daily work activities, in an attempt to establish new ways of communicating with patients, a significant number of health professionals will use mobile devices in the near future. These forms can provide an opportunity to share information and responsibilities in the treatment of patients, which is an inflection from current models of health care delivery. Considering the state of the mental disorders of the population in Portugal in 2017, the Portuguese Psychologists' Association proposed the National Depression Prevention Program. This program aims to provide self-help tools for self-care and prevention of depression, following a treatment model based on the matched stepped care approach. In this sense, the "Self-help for Depression" project aims to develop a prototype of a mobile application, in order to allow a new way of communication and information sharing, in real time and in any place, between the person with light depression and his psychologist. It is a project based on the manual of self-help for depression, developed by the

project "Stop Depression" in the Laboratory of Research in Psychotherapy of the University Institute of Maia (ISMAI) in Portugal. This manual includes an activity booklet with eight paper sheets filled out by the person with depression, spread out in a three- step treatment plan in six weeks. This activity booklet provides a daily self-registration of activities and problems, as well as the strategies adopted to deal with symptoms and challenging events. The prototype of the application is developed in two different but complementary parts. One part is to design a representation of the activity booklet in digital format, through a relational data model that faithfully represents the paper sheets. The other part, is to conceive, design and experiment a model that takes into account the organization of the activities booklet, the recording of activities, the choice and the adequacy of the graphic and functional elements; in order to enhance and adapt them for the best user experience (UX) for a person with light depression and his/her psychologist.

EXPLORING HEALTH LITERACY NEEDS TO INCLUDE IN A DIABETES SELF-MANAGEMENT APP: A DELPHI STUDY

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Diabetes mellitus affects about 10.3% of men and 9.6% of women aged >25 years in the European Region and 11.6 % of people in Romania. Numerous interventions focus on modifying lifestyle behaviors in order to reduce the risk for metabolic disorders and to better manage diabetes in those affected by it. Health education apps, although promising given their accessibility and the potential to use them remotely, do not always have contents aligned with evidence-based guidelines nor are they expert-informed. The aim of this study was to map out areas of educational contents for a diabetes self-management app, by using a two-round Delphi approach to collect relevant information provided by experts in the field. 43 key-informants from fields like psychology, ICT, medicine (with expertise in metabolic disorders), and patients' representatives were approached and asked about their opinions on what would be the educational contents and skills to be included in a diabetes self management app and the strategies to assist with these contents and

skills. Based on the answers of 16 respondents, we compiled a list of contents and strategies that was re-sent, participants being asked to make a hierarchy from the most relevant to the least relevant for our purpose. Key informants agreed that the most important contents for a diabetes self-management app would be: a) educational module regarding what diabetes is, how it should be managed and diabetes complications; b) support for monitoring glycemic values; c) planning and managing nutrition; d) other lifestyle modifications (physical activity, smoking); e) possibility for personalized feedback messages. Little consensus was reached, however, for the strategies of delivering these contents, as there was either a high variability of strategies or listed strategies having similar scores of preference. The results of this Delphi study should be combined with findings from meta-analyses and systematic reviews that deal with the effectiveness of different diabetes self-management apps or with effectiveness of specific modules/features of these apps.

CULTURE FAIR METHODS OF EVALUATING COGNITIVE COMPETENCE

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Cognitive competence is an indicator of future financial and physical well-being. Intelligence tests are a well-established, validated, popular method for assessing cognitive competence. Although these tests survived the test of time in psychological practice and research, they have received several serious criticisms. A main criticism is cultural fairness; because intelligence tests mainly rely on culturally based formal knowledge gained through schooling, they are culturally biased. This paper proposes culture-fair methods for evaluating core cognitive abilities across development. Mental attention refers to our ability to maintain and manipulate information in mind, viewed as the maturational component of working memory (1,2). It is a limited ability that improves gradually over school-age years. Measures of mental-attentional capacity are of parametric nature and provide a means with which to measure performance of individuals across variable competency levels (3). In this presentation, I will discuss the design of mental capacity paradigms in three different domains (visual-spatial, verbal, numeric) and present from data from Canadian and Russian school-age children's performance on these measures. Results suggest that show close consistency with theoretical predictions and

close correspondence with empirical data derived from classic mental-attentional capacity tasks administered to children in North America, South America, Europe and Australia. Parametric measures have multiple scaled levels of complexity, invariant need for executive control across levels, minimal prior knowledge requirements, and minimal language and conceptual requirements (3). These task properties are critical for culture fair assessment and have advantages over standard measures of intelligence testing. I will conclude with the unique contribution parametric measures can make in better understanding neurocognitive profiles in school-age children. Support is gratefully acknowledged from the Russian Science Foundation #17-18-01047 1. Pascual-Leone, J. (1970). A mathematical model for the transition rule in Piaget's developmental stages. *Acta Psychologica*, 32, 301–345. 2. Arsalidou, M., et al. (2010). Misleading cues improve developmental assessment of working memory capacity: The colour matching tasks. *Cognitive Development* 25, 262-277. 3. Arsalidou, M., & Im-Bolter, N., (2017). Why parametric measures are critical for understanding typical and atypical cognitive development. *Brain Imaging and Behavior*, 11(4), 1214-1224.

NEUROBEHAVIORAL PRECURSORS OF EXECUTIVE FUNCTION IN EARLY DEVELOPMENT

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Executive Function (EF) refers to an interrelated set of neurocognitive systems that underlie behavioral control and cognitive flexibility. EF has pervasive influences on cognition and later development. A key challenge is to understand how EF develops early in development, before the age of 3, where early interventions might have the most impact. The present project explored potential early neurobehavioral precursors of EF and how they change over development. In study 1, we investigated how attentional control relates to EF. Participants aged 24-71 months ($M=50.1\text{mo}$; $n=60$) completed an executive attention task modeled after Johnson et al. (1991). This task measures the ability to disengage from one stimulus to attend to another and the ability to show anticipatory looking (AL). Participants also completed the Minnesota Executive Function Scale (MEFS). Finally, the Effortful Control temperament dimension was assessed with the Childhood Behavior Questionnaire. As expected, older children showed higher EF scores on the MEFS task, $r=.77$, $p<.001$. Consistent with previous research, parent ratings of effortful control were not correlated with age. Importantly, participants

who produced more AL in the attention task had a higher EF score. Thus, our results suggest that rudimentary forms of attentional control may play a key role in the development of EF. In study 2, we investigated the neurobehavioral bases of attentional control and how it relates to EF. We recorded optical neuroimaging data from bilateral frontal, temporal, and parietal cortex while 2.5-year-olds ($M=30.1\text{mo}$, $n=27$) completed the executive attention task. Participants completed MEFS outside the imaging session. Consistent with our behavioral study, results suggest that older participants produced more AL and had a higher EF score. We analyzed the fNIRS data using an image-based fNIRS approach and conducted a group-level analysis contrasting conditions in which participants: (1) Produced AL vs No AL (2) Disengagement vs No Disengagement. Regions in the fronto-parietal attentional network showed differential activation sensitive to behavioral patterns in the UEA task. In all, results from both studies suggest that early attentional processes are predictive of concurrent EF. Further, fNIRS results suggest that the dorsal attentional network may play a role in supporting performance within this task.

COGNITIVE STRATEGIES OF FOREIGN LANGUAGE VOCABULARY LEARNING: WORD RECOGNITION AND MEMORIZATION TECHNIQUES

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Among the factors influencing the process of foreign language vocabulary learning the use of mnemonic techniques is one of the particular interest in cognitive psychology. There is a lot of evidence, for instance, in favour of the advantage of "keyword method" for paired associates learning (Atkinson, 1975; Campos et al., 2014). The goal of our research was to analyse perceptual features, underlying different learning techniques, pertaining to different levels of processing (in terms of Craik, Tulving, 1975 and Velichkovsky, 2006). In two different set of experiments we used a research model, comprising a) subjects' post-hoc report of the used mnemonic techniques, b) types of recall mistakes, c) general recall efficiency, d) eye-movement data. The subjects were instructed to learn new vocabulary items, presented either in a text in their first foreign language or as separate words, paired with their translations in their native language. 31 participants took part in the study (we obtained, in total, data of 1052 trials).

In both experiments subjects reported using different vocabulary acquisition techniques, which were classified into 4 groups according to the levels of processing. The techniques were consistent with the types of recall mistakes (e.g., using "phonetic" technique (rehearsal of the words) led to "phonetic" spelling errors, whereas using "keyword method" led to mixing up parts of the words), $p < 0.01$, which verified the post-hoc report. Eye movement measures of the subjects let us define certain oculomotor patterns for each technique: for instance, in the task of paired associates learning, using "keyword method" resulted in fewer eye movements from foreign word to native word, as compared to "phonetic" technique ($p < 0.01$). It should be noted, that the choice of the techniques, as well as the eye movement patterns, were related to foreign language learning experience of the subjects. This interrelation can be subjected to future research. The study was sponsored by the RFBR research grant # 1 18-013-01240 a

TEACHING IS CARING: VALIDITY STUDY OF THE PORTUGUESE VERSION OF TEACHER ACCEPTANCE-REJECTION QUESTIONNAIRE (TARQ)

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Based on the vast amount of scientific literature that underlines the importance of the quality of interpersonal relations between teachers and students for learning and development, it's important to develop and validate measures that can help professionals to assess the incidence of key dimensions for interpersonal dynamics in educational settings, namely interpersonal acceptance and rejection. This study aims to investigate the factorial structure and psychometric properties of the Portuguese version of Teacher Acceptance-Rejection Questionnaire (TARQ; Rohner, 2005), in order to determine the evidence of validity based on its internal structure and relations with other variables. TARQ is an instrument of self-response based on the theoretical framework of the Interpersonal Acceptance-Rejection Theory (IPARTheory, Rohner, 2004), and composed of 24 items distributed through the scales (a) warmth/affection, (b) hostility/aggression, (c) indifference/neglect, and (d) undifferentiated rejection, which evaluate students' global perceptions and experiences of being rejected by their teacher. Our sample consisted of 365

Portuguese middle school students, 193 females and 172 males, with ages between 10 and 16 years ($M = 11.6$, $SD = 1.22$). In addition to TARQ, students completed the Personality Assessment Questionnaire (PAQ; Rohner & Khaleque, 2005), and the Portuguese version of the Teachers Binding Scale (IPPA-R; Armsden & Greenberg, 1987). The results indicated that: (a) The students in our sample perceive themselves to be accepted by their teachers, especially girls when compared with boys; (b) the structure of the TARQ's four-factor model was confirmed in the Portuguese sample by confirmatory factor analysis; (c) TARQs' scales and global scale show adequate internal consistency and reliability coefficients; and (d) acceptance-rejection levels are positively associated with student's psychological adjustment/maladjustment, and rejection levels are negatively correlated with the quality of teacher attachment. Overall, results provide initial, yet strong evidences of the structural invariance and validity of the Portuguese adaptation of TARQ, as well as the importance of the quality of interpersonal relationships between teachers and students.

THE RELATIONSHIP BETWEEN PERCEIVED CAPITALIZATION AND DEPRESSION: SENSE OF UNIQUENESS AS MEDIATOR

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What do people do when things go right in their lives is important for happiness. The act of sharing good news with others, deriving additional benefit from it, referred to as capitalization (e.g., Langston, 1994). The simple act of sharing good news with others is found to increase happiness regardless of the significance of the event itself (Gable et al., 2004; Gable et al., 2012; Ilies, Keeney, & Goh, 2013; Ilies, Keeney, & Scott, 2011; Kleiman, Kashdan, Monfort, Machell, & Goodman, 2015; Langston, 1994; Lambert et al., 2011). Sense of Uniqueness (SoU) is the one's unique importance in the world because of who he/she is. It is certainly possible that SoU might influence how one perceives the responses received from a friend upon sharing a positive event. In the present study it is aimed to test whether SoU mediated the association of relationship experiences with various indices of mental health. The sample consisted of 557 (334 women, 220 men, 3 no response) participants.

Perceived Responses to Capitalization Attempts (PRCA), Sense of Uniqueness Sacale (SOU), The Subjective Happiness Scale (SHS) and The Positive and Negative Affect Schedule (PANAS), and Brief Symptom Inventory Depression subscale used to assess the variables. Structural equation modeling used by LISREL. A test of the measurement model resulted in acceptable goodness of fit statistics: χ^2 (111, N = 557) = 290.13, $p < .05$; GFI = 0.94; CFI = 0.97; SRMR = 0.07; RMSEA = 0.05 (90 percent confidence interval for RMSEA = 0.04 – 0.06). A test of the structural model resulted in acceptable goodness of fit statistics: χ^2 (113, N = 557) = 347, $p < .05$; GFI = 0.93; CFI = 0.96; SRMR = 0.08; RMSEA = 0.06 (90 percent confidence interval for RMSEA = 0.05 – 0.06). Findings concerns the LISREL estimates for the indirect effects, indicating that SOU mediated the relationship of PRCA with HAP and DEP.

THE RELATIONSHIP BETWEEN EXECUTIVE FUNCTION AND PLAY IN THE PRESCHOOL AGE

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Play was considered by many researchers as an important activity in preschool age in which the child develops (Vygotsky, 2004; Leontyev, 1996; Elkonin, 1976; Kuczaj, 1981; Fisher, 1991). One of the main components of play is the child's acceptance of a role (Vygotsky, 2004). Taking the role in play requires a work of all components of executive functions: cognitive flexibility (switching from one role to another, from play activity to real activity), inhibitory control (use of game substitution, i.e. restraining the attitude to the game situation as a real situation; following the rules of the game), working memory (the retention of rules, etc.). The goal of our study is to specify how the different kinds of role will effect to executive functions task implementation in senior preschool age. In this experiment, preschoolers performed the same tasks for executive functions three times with an interval of 2 weeks: for the first time as a regular job, then presenting himself as a fabulous hero (positive, clever or negative), and the third time – again without a role. The study used NEPSY-II

diagnostic complex subtests aimed at diagnosing the level of executive functions («Inhibition» and «Statue»). We also used the DCCS method. The study involved 81 preschoolers 5-6 years old (58% boys and 42% girls) from four senior groups of kindergartens in Moscow. Based on the results of the primary diagnosis of the level executive functions, preschoolers were divided into 4 groups (3 experimental and 1 control). Alignment of children in groups was carried out both on the current level of development of the executive functions, and the number of boys and girls in each group. We found out that the acceptance of different role help children to control their behavior in task on inhibition and motor persistence. Our results provide important details about understanding the relation between executive functions and play and have practical implications for the creation of programs for the self-regulation development in the senior preschool age. Research was supported by grant of RFBR № 18-013-01057.

PREDICTORS OF INTERNET ADDICTION AMONG HIGH SCHOOL STUDENTS: A STRUCTURAL EQUATION MODELING

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Background: With the negative effects of internet use in a person's life, the use of the Internet has become an issue. This subject was mostly considered as internet addiction and it was investigated (Goldberg, 1996; Suler, 1996; Young, 1998). In literature, it is noteworthy that some theoretical models have been proposed to explain the reasons for internet addiction. It was aimed to test the internet addiction model based on the cognitive-behavioral approach with structural equation model with together determined that the prevalence of internet addiction among high school students.

Methods: Sample of the study consisted of 2197 Turkish adolescents (1346 girls, 846 boys, 5 others and aged mean 16.03) selected from 34 high schools in the 2017-2018 academic year in İzmir province. Internet Addiction Test (Young, 1998), Online Cognition Scale (Davis, Flett and Besser, 2002), Brief Symptom Inventory (Derogatis, 1992), The Situational Cues

Assessment Survey, and a demographic information form were used in this study.

Findings: Internet addiction is directly effected by situational cues and internet usage time; psychopathology is effected by partial mediation of maladaptive cognition as well as direct effect and the model tested in the study has been determined to have adequate fit values. With this model, 76 % of the internet addiction variance in high school is explained.

Discussion: Internet addiction in high school students has been explained in a significant way with the internet addiction model based on the cognitive-behavioral approach and the factors that have an impact on the emergence of this problem have been revealed in this research. The impact of multiple factors on internet addiction and the role of relationships between these factors may be a guide for further research.

PREVALENCE OF INTERNET ADDICTION AMONG TURKISH ADOLESCENTS AND RELATIONSHIP WITH SOME SOCIO-DEMOGRAPHIC VARIABLES

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Background: Internet addiction is defined as the inability to prevent the excessive use of the internet and the loss of the time spent without being connected to the internet and the emergence of extreme anger and aggression and the deterioration of work and social and family life (Young, 2004). In the literature, there are many studies investigating the prevalence of this problem, which is a behavioral addiction. The aim of this study is to determine the prevalence of internet addiction among high school students and whether internet addiction was significantly different according to socio-demographic variables.

Methods: Sample of the study consisted of 2197 Turkish adolescents (1346 girls, 846 boys, 5 others and aged mean 16.03) selected from 34 high schools in the 2017-2018 academic year in

Izmir province. Internet Addiction Test (Young, 1998), and a demographic information form were used in this study.

Findings: As a result of the research, it was found that the rate of internet addiction in high school students was % 10.2; internet addiction scores averages have significantly differed in terms of internet usage time, internet activities and internet access tools, however, it was found that there was no significant difference according to gender and age.

Discussion: The findings of this study are expected to contribute to parents', teachers' and mental health workers' knowledge about internet addiction in high school students. It will provide the opportunity to compare with internet addiction rates in other countries.

CONSCIOUS STATES AND BRAIN NETWORKS

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Attention and consciousness are related. We solve problems by directing attention to them and shift our attention to unrelated thoughts when our mind wanders. These circumstances can represent different conscious states. Research shows that adults activate two distinct brain networks when directing attention to a task (i.e., fronto-parietal or executive network) and when mind wondering (i.e., default mode or resting-state network). There is general agreement that a relation exists between these networks, however this relation is not semantically explained. This paper will present functional magnetic resonance imaging (fMRI) data that examine the relation among brain regions associated with the executive and default mode networks. Results reveal a set of areas that gradually increase in activity with increases in attentional load and a decrease in activity with increases in attentional load. Importantly these changes in fMRI signal are linear and graded across many levels of difficulty, revealing a

mutually competing activation pattern in the prefrontal cortex(1). Moreover, additional data from adults (N = 23) show that this relation is modulated by mental-attentional capacity (i.e., the ability to maintain and manipulate information in mind). Specifically, linear pattern persists as long as the mental demand of the task is within the mental-attentional capacity of the individual. When task demand exceeds the individuals mental-attentional capacity fMRI signal reverts to signal related to the default mode network. Conclusions are discussed in terms of the protracted development of the prefrontal cortex and speculate on the how shifts between states of consciousness develop in children. Support is gratefully acknowledged from the Russian Science Foundation #17-18-01047 Arsalidou, M., Pascual-Leone, J., Johnson, J., Morris, D. & Taylor, M. J. (2013). A balancing act of the brain: Activations and deactivations as a function of cognitive load. *Brain and Behavior*. DOI:10.1002/brb3.128.

INFLUENCE OF PARAMETERS AND CONDITIONS OF CREATIVE TASKS ON THE EFFECTIVENESS OF COLLABORATIVE THINKING ACTIVITY

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Psychology has evolved a variety of approaches to understanding what is considered a creative task. On the basis of existing research, one can single out the parameters of the tasks that are adequate for the study of collaborative thinking. The purpose of the study was to study the influence of the conditions and parameters of the tasks in order to find their optimal ratio, ensuring the effectiveness of collaborative thinking activity. The study involved 134 subjects from 18 to 20 years, which were divided into two parts: 20 groups of 4 people and 54 subjects, working individually. Participants were presented with four creative tasks. Each had certain parameters. The first was verbal, with a variety of solutions and without time limits. The second verbal, but had one solution and limited in time. The third non-verbal, with a variety of solutions and without time limits. Fourth, non-verbal, with one solution and limited in time. Half of the subjects solved the problem in terms of the formalization of the procedure, following the rules of brainstorming, and half were exempted from this. The results obtained in the study led to the following conclusions: 1. When formalizing the process of

solving a problem, the effectiveness of its collaborative solution is higher than the individual, if it combines the following parameters: the problem is verbal, has many solutions, has no time limit. 2. In the absence of a formalization of the solution of the problem, the effectiveness of its collaborative solution is higher than the individual, if it combines the following parameters: the problem is verbal, it has one solution and time limits. 3. When formalizing the process of solving a problem, the effectiveness of its collaborative solution is lower than that of an individual, if it combines the following parameters: the problem is non-verbal, has many solutions and without time limits. 4. In the absence of a formalization of the solution of the problem, the effectiveness of its collaborative solution is lower than the individual, if it combines the following parameters: the problem is non-verbal, has one solution and is limited in time. The author (of the material) is the winner of the Vladimir Potanin Scholarship Program 2017/2018 »/" Published by the grant of the V. Potanin Charitable Foundation»

ACTUAL EMOTIONAL STATE AND TIME PERCEPTION IN ADOLESCENT DEPRESSION

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According to epidemiological data, the prevalence of depression in adolescence varies from 8 to 20%. In addition the disease is difficult to recognize early and it has a high suicidal risk. The emotional aspects of time perception in adolescent depressions are not studied enough, so we investigated the influence of actual emotional state on time perception in adolescent depression compared with the norm group. We developed an experimental model for studying the effects of actual emotional state, formed by overstating or understating the results of the methods on the level of aspiration (Kohs Block Design Test, Kraepelin's tests) on time perception (Life-Line test, Kronik, Golovaha: we used characteristics of total number of actualized events on life-line and number of negative and positive events among them). Sample: 54 study participants (35 in norm group, 19 in adolescent depression). Results of the clinical group and norm group were analyzed with Mann-Whitney criterion. In norm group formed emotional state

leads to actualization of a bigger number of events than in the case of absence of it. Positive emotional state formed in the experiment leads to the actualization of predominantly positive events, a negative emotional state – negative events (results at the significance level of $p < 0.05$). In adolescent depression group there are no statistically significant differences in number of actualized events on life-line (negative, positive, total number of events) between the subgroup with formed emotional state and the subgroup without it. The prevailing negative affect in adolescent depression does not allow the positive or negative emotional state formed in the experiment to influence on the time perception. As a result there is no increase in positive events on the life-line, as it has been shown in the norm group. These results also indicate the special importance of working with a negative affective state in the psychotherapy of these disorders.

EFFECTS OF EXECUTIVE FUNCTIONS ON SPEECH PRODUCTION IN SENIOR PRESCHOOLERS: WORKING MEMORY AND NARRATIVES

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The child psychological development, as well as his school readiness, are determined primarily by the development of his regulatory functions, including working memory (visual and auditory), as well as the verbal language development. The purpose of this study is to evaluate how maturity of working memory intercorrelates with the level of language acquisition in 5-6 years old children as well as to determine the aspects of speech development that

predict the school readiness. 287 children aged 5-6 years old took part in the study. The following subtests were used to estimate the level of executive functions: «Memory for Designs», «Sentence Repetition» for working memory and «Inhibition». In addition, we used the DCCS method. Children were also asked to make narratives on the base of picture series. Storytelling from pictures is a useful tool to evaluate child's language skills: lexical

diversity, grammar competence, syntactic complexity and the child's ability to make a coherent and cohesive narrative. Our analysis of the results allowed us to divide children into three groups based on the level of development of visual and auditory working memory. We found that the level of development of working memory is significantly related to the main parameters of

speech production: semantic completeness, semantic adequacy/inadequacy, serial organisation, grammar correctness, an average length of a phrase, lexical correctness, number of grammar mistakes (paragrammatisms), number of sentences and phrases, time of speech production and speech tempo etc. Research was supported by grant of RFBR № 17-29-09112.

EFFECT OF MANIPULATING DESCRIPTIVE NORMS ON VACCINATION DECISIONS

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A refusal of adults to vaccinate themselves or their children is an important public health problem in the modern world and no effective prevention programs are developed so far. According to the focus theory of normative conduct (Cialdini, Reno, & Kallgren, 1990) descriptive norms (perceived prevalence of the behavior in social group) are supposed to be important factors of performing the behavior. This study was aimed to test if manipulating the descriptive norm might influence the decision about vaccination in the fictitious scenario, as well as if framing of the information regarding descriptive norm would moderate this effect. 1175 citizens of Saint-Petersburg, Russia took part in the telephone interview focused on vaccination attitudes and behavior. The fictitious scenario about new disease and corresponding vaccine was presented and participants were asked to make a decision about vaccination of themselves and/or their children. The 3X2 design was used. Fictitious scenario contained information about the descriptive norm about vaccination (10%, 50% or 90% of others decided to

vaccinate) framed positively (% of agreed to vaccinate) or negatively (% of refused to vaccinate). In the case where the majority agrees to vaccination, 62.9% parents decided to accept vaccination; when the social norm is blurred or most parents refuse vaccination, the corresponding number was lower (51.5% and 49.0% correspondingly) ($p \leq 0.01$). Exposure of the information about social norm makes it difficult to make a decision parents provided more explanations for making this or that decision. However, in the case of personal vaccination the effect wasn't found ($p \leq 0.1$). Framing effect in contrast was found only in regard to the personal vaccination: positive framing of descriptive social norms is associated with higher rated of agreement to vaccination (48.1% vs. 40.1%, $p \leq 0.01$). The same results have been found in the regression model after adjusting by various background information and vaccination. More research is needed in order to better understand differences in decision making about own vaccination and child vaccination.

VALUES STABILITY AND CHANGES FOR ADOLESCENTS FROM DIFFERENT GENERATIONS

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Self-determination is the main goal of psychological development in adolescence. Value priorities and value hierarchy is one of the crucial forms of self-determination. Adolescence as the transition period between childhood and adulthood propose many life situations with complicated choices that help to recognize personal value priorities. Social situation of development proposed by L.S.Vygotsky defines specific social and historical conditions where values develop. The modern world with new technical achievements opens new forms of self-realization and communication that influence life and life choices. Modern adolescents socialize in informational world with new possibilities that changes communication forms and social perception. Our goal was to make comparative analysis of value priorities of three generations in adolescence. The data consists of 3 groups of adolescents: the first sample was gathered in

1997-1998, the second one – in 2003-2005; the third – modern subjects in 2018. The gender composition included 52% of boys and 48% of girls. The complete data include 727 adolescents aged from 14 to 18. Different forms of Schwartz Value Survey as the diagnostic instrument were used. The analysis depicted interesting results that showed stability of some values but also some significant changes in value importance were revealed. Importance of such values as benevolence, achievements, low significance of traditions, power and conformism was shown for adolescents as stable for different generation groups. At the same time importance of other values changes for adolescents from different historical epochs. Gender differences in value priorities were revealed. Possible explanations of changes and stable parts of value hierarchy in adolescence from the perspective of development and social psychology are discussed.

THE EFFECTS OF DIGITAL STUDENT RESPONSE SYSTEMS ON SELF-REGULATION: AN INTERVENTION STUDY AMONG UNIVERSITY STUDENTS

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The learning effect of digital student response systems, or clickers as many call it, has been found to be ambiguous (Shapiro et al., 2017). Lack of experimental design to allow for comparisons with a control, has been offered as explanation for inconsistent results in this area of research. Furthermore, the main advantage of employing clickers in formative assessment involves the opportunity to give frequent and immediate feedback on learning in an effortless way. Because students use feedback from prior learning experiences to make adjustments to goals and strategies for subsequent efforts (Zimmerman, 2000), the aim of the current study was to examine whether feedback practice was predictive of students' ability to self-regulate. An additional objective was to examine whether this was revealed by the academic achievements of the students. A total of 438 undergraduate engineering students, primarily in their first year, participated in the study. The students attended introductory courses in mathematics and statistics. A self-report questionnaire consisting of Academic Goal Questionnaire and an adapted short version of Motivated Strategies for Learning Questionnaire was administered three

times during the teaching period to gain an understanding of students' change in their ability to self-regulate as demonstrated by goal orientations and meta-cognitive learning strategies. In addition, demographic variables such as gender and student category (traditional/nontraditional student) were included. The study followed a quasi-experimental design, where the five involved classes ranged between 79 and 120 students in terms of size. In the experimental group (n= 263), learner-centered teaching methods were adopted and involved use of digital response systems. In the control group (n=175) traditional teacher-centered approach to instruction was employed. GLM analysis with repeated measures showed there were significant differences in changes in goals and learning strategies during the teaching period, and that gender and student category was central in explaining these changes. This change was found independent of the teaching methods. However, Hierarchical Logistic Regression analysis revealed that both teaching methods and students' ability to self-regulate were related to academic achievements. The authors discuss the implication of these findings.

RELATIONS BETWEEN THE COMMAND OF FOREIGN LANGUAGES AND EFFECTIVENESS OF COGNITIVE CONTROL

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The research aims at identifying the relationship between the indicators of cognitive control effectiveness and the command foreign languages in its various aspects: number of languages known, level of proficiency, linguistic proximity of a foreign language to the native one. Based on theoretical understanding of cognitive control as a complex function that includes task switching and inhibition (Baddeley, 1996; Miyake, 2003) we hypothesized a link between the effectiveness of cognitive control and the linguistic proximity of the languages spoken by one person. This supposition is also supported by the role ascribed to the language in the mental processes in Russian (Vygotsky, 1934; Luria, 1979) and foreign literature (Poulisse, Bongaerts, 1994; Green, 1986, 1998; Hermans, 1998). Using

a computer based set of attention tasks ("Practice-MSU", Kremliov, Gusev) we measured the cognitive control efficacy in 62 subjects (56 females) and analyzed it links with the chosen parameters of the languages spoken by the participants. We found that foreign language skills are associated with an increase of cognitive control effectiveness, as well as the level of foreign language proficiency. The number of languages mastered is related to the accuracy of switching as a function of cognitive control. The efficiency of cognitive control is higher in persons that speak languages that are close and far according to the grammatical similarity measures while proficiency in languages with a moderate degree of similarity is not related to the effectiveness of cognitive control functions.

WHAT DO DARK PERSONALITIES WRITE ON FACEBOOK: AN INTERDISCIPLINARY STUDY OF SOCIAL NETWORK USERS BEHAVIOR

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The use of internet and social networks has brought the growing body of studies of behavior and misbehavior of social network users. The idea of the Dark personalities, which refer to toxic behavior including manipulating others, lack of empathy and the ability to do harm with little remorse has been developing for the recent 15 years as a theoretical framework for various studies of harmful behavior, both online and offline. The current study aimed to find and describe the linguistic characteristics of Russian Facebook users' wall posts texts in relation with their scores on the Short Dark Triad questionnaire. The data were harvested twice in 2015 and 2016 (upon informed consent) via a built-in Facebook app, which suggested participating in a psychological study by filling in a number of questionnaires and giving a permit to download user's wall posts texts in exchange to his or her "psychological portrait". Study 1 included 6724 users (aged 18-85; mean age 44,96; 77,9% female; 1972 users with text data). The results of semantic clustering using k-means clustering algorithm over a Russian National Corpus-trained word-embeddings semantic space were a list of

semantic clusters (each containing 20 words) correlating with the Dark Triad subscales. For Machiavellianism it was, among many others negative correlations, RELIGIOUS MYSTICISM ($r = -0,101$, $p < 0,01$) and SOCIAL RELATIONSHIPS ($r = -0,094$, $p < 0,01$); for NARCISSISM it was APPEAL ($r = 0,080$, $p < 0,05$) and POSSESSION ($r = 0,076$, $p < 0,05$); for non-clinical Psychopathy it was CURRENCY ($r = 0,110$, $p < 0,01$), FOOD ($r = 0,080$, $p < 0,05$) and POLITICAL ESTABLISHMENT ($r = 0,074$, $p < 0,01$). Study 2 included 3341 users (aged 18-80; mean age 46,19; 52% female; 2852 users with text data). The results of topic modeling using LDA (Latent Dirichlet Allocation) are a number of topics correlating with the Dark Traits. For Machiavellianism it is FAITH ($r = -0,068$, $p < 0,01$) and BUSINESS ($r = 0,052$, $p < 0,05$); for Narcissism it is FRIENDSHIP ($r = 0,059$, $p < 0,05$) and Diversity of topics in posts ($r = 0,075$, $p < 0,01$); for non-clinical Psychopathy it is PATRIOTISM ($r = 0,068$, $p < 0,01$), DAILY ROUTINE ($r = 0,064$, $p < 0,05$) and a few others. All p-values FDR-corrected. These data help to better understand Dark Personalities motivation and values, which can advance the studies of toxic online and offline behavior.

GOOD RELATIONS, BETTER TEACHING: THE ROLE OF KINDERGARTEN TEACHERS' PERCEPTION OF ACCEPTANCE-REJECTION BY THEIR SUPERVISOR IN EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL ADJUSTMENT

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The quality of interpersonal relationships that education professionals establish in their work context, namely positive and accepting relationships with significant other, seems to be associated, in scientific literature, with their social and emotional competence (Jennings & Greenberg, 2009; Brackett, Palomera, & Mojsa-Kaja, 2010), and to their personal well-being (Erkman, Caner, Sart, Börkan, & Sahan, 2010). The impact that the quality of interpersonal relationships, that kindergarten teachers specifically, establish with significant figures in their work context, namely with their supervisors/coordinators, is a research field that has not been very explored, with very few studies completed until recently, and especially in Portugal. In this context, this study's objective was to analyze the role that kindergarten teacher's perception of being accepted or rejected by their hierarchical superior might have on key dimensions for their psychological wellbeing and professional performance, namely emotional intelligence and psychological adjustment. To accomplish our objective, the Supervisor Acceptance-Rejection Questionnaire

(SARQ, Machado, Machado, & Simão, 2016), the Portuguese version of the Emotion Assessment Scale (EAS, Schutte, Malouff, & Bhullar, 2009), and the Personality Assessment Questionnaire (Rohner & Khaleque, 2005), was administered to a sample of 100 Portuguese kindergarten teachers, professionally active at the time of the data collection, with a professional experience ranging from 1 to 38 years ($M = 18.38$, $SD = 11.40$). Through the use of hierarchical regression analysis, and after controlling for the effect of years of experience, our results show that kindergarten teachers' perception of being accepted (or rejected) by their hierarchical superiors is a predictor of their emotional intelligence and psychological adjustment, which are dimensions considered, in specialized literature, to be determinant for the quality of educational experiences provided to pre-school children. Globally, our results underline the importance of including social and emotional development in the academic and professional training of kindergarten teachers, as they seem to be influent in key dimensions for their professional practice and wellbeing

PROGNOSTIC COMPETENCE AT DYSONTOGENETIC DEVELOPMENT IN PRESCHOOL AGE: KEY THEORIES

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The ability to imagine future events is an integral part of human cognition. The article presents a comparative analysis of modern researches studying prognostic competence as a basis for socialization of preschoolers with normotypical and deviant development according to the following positions: terminological field of the described phenomenon in Russian and foreign publications; key concepts, theories, models that form the structure of the ability to predict at a preschool age; modern ideas about the nature of prognostic competence at preschool age in subjects with hearing, vision, speech, musculoskeletal disorders and autistic spectrum impairments.

The analysis of the state of the problem revealed the following:

Terminological discrepancy in describing the range of phenomena with which researchers correlate the concepts of "forecasting", "anticipation", "prediction", "probabilistic forecasting". Speaking of manifestations of this phenomenon at preschool age, Russian researchers most often use the term "anticipation" in their publications. As for the foreign publications included in Scopus, Web of Science databases, the most common term is "foresight".

In Russian science offers several models describing the ability to emotionally anticipate in preschool age; the components of the phenomenon are well described, and research methods which are used to study the emotional and cognitive mechanisms of anticipation in normotypical children have been developed. When it comes to researching the ability to predict, foreign scientists distinguish two key concepts – theory of mind and social information processing.

The lack of a complete structural-functional model of prognostic competence in the context of significant relationships for preschoolers with impairments and, at the same time, extensive studies of these characteristics in schoolchildren and adult individuals living with neurogenesis, mental disorders. The study of the ability to predict in people with dysontogenetic development abroad is mainly carried out in the context of theory of mind in relation to children with ASD.

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THE HIGHER SCHOOL COMMUNITY RESILIENCY: ASSESSMENT AND IDENTIFICATION

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Nowadays statistical data indicate that teachers abandon the profession in increasing numbers and are three times more likely to quit jobs than similarly trained professionals. Greater demands, complex responsibilities, and an expanding knowledge base that is continually being upgraded, became challenges of a new type for the higher school community. Over the last two decades, terms connected with personality characteristics emerged within the stress-coping paradigm – resilience or resiliency. Resiliency may be defined as the power or ability to recover readily from depression, adversity, or the like to the original form or elasticity. Conceptually authorized theory, which includes emotional, social and cognitive flexibility, as well as contextual aspects of personality identification that starts with the societal level up to the individual, was used in our project. It was developed as a result of extensive literature review on models and approaches to resilience, and based on resiliency constructs identified by M. Unger, S. Luthar, S. Masten and others. The scientific research was aimed at investigating the education community's resiliency. That included

assessment of students' and teachers' abilities to discern and identify the constructs of resilience phenomenon. The participants of the study were about 100 teachers and more than 250 graduates (including 42 foreign students) of linguistics departments of Saint-Petersburg universities. The set of questionnaires consisted of three sections. The first section captured the specificities of individual sustainability through the authorised Resilience Scale. The Cronbach's Alpha reliability testing on resilience scale displayed $p = 0,972$. The respondents were to choose the most suitable variant of the assessment. The second section was devoted to discerning the resilient behavior of all groups of the higher education community through finding corresponding adjectives. The last comprised respondents' personal information. The empirical study findings included the description of the sample in terms of resilience level; correlation analysis identifying the relationships between factors stated and resilience subscales as well as among all variables; factor analysis reducing the number of variables and extracting principal factors associated with resilience, personal data.

EFFICACY OF REGULAR COGNITIVE TRAINING IN INDIVIDUALS WITH COGNITIVE IMPAIRMENT

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The human brain is something dynamic and can be trained. Regular cognitive stimulation improves performance and delays functional impairment. Capacities and cognitive functions as memory, attention, perception, reasoning, planning, judgment, general learning, and overall executive functioning may be partially innate but can be improved via exercises and games. This ability to reorganize and create new pathways is called neuroplasticity, and it's the science behind cognitive training. Developing these cognitive skills can also lead to improvements in self-consciousness, self-confidence, and emotional stability. The goal of this paper is to assess the effect of cognitive training on the cognitive functioning of persons with diagnosed cognitive disorders. The sample consists of adults diagnosed and treated for affections including cognitive impairment. Ten adults aged between 47 and 87 years (median age, 71.5 years) were selected because they have constant attended to the cognitive training for over two years. The selection criteria of the subjects were the existence of a

diagnosed and treated cognitive disease, adequate physical mobility and the motivation to get involved once a month in one hour cognitive training. Cognitive disorders included ischemic stroke, mild cognitive impairment, Alzheimer's disease (early or late stage), and brain tumor. Mini-Mental State Examination-2: Expanded Version (MMSE-2: EV) has been applied to all subjects at the onset of the disease with follow-up in a month, three months and then every six months. Participants in cognitive training with mild cognitive impairment, ischemic stroke and brain tumor achieved higher scores at cognitive screening with MMSE-2: EV with three or four points. In mild forms of Alzheimer's dementia, cognitive training succeeded in reducing steep cognitive decline to just one point or two per year, while in severe forms of Alzheimer's dementia the influence of cognitive training on halting cognitive impairment was minimal. Regular cognitive education helps older adults and cognitively vulnerable people to manage their lives much better and improve their well-being.

RESEARCH OF LABOR INTERESTS IN THE PERSONNEL MANAGEMENT SYSTEM

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The issue of actualization of labor interests as a motivational driver and one of the sources of labor productivity is little-studied in applied and organizational psychology. The study given in the paper fills some "blanks" of this problem. The purpose of the paper is to consider theoretical, methodological and practical approaches to studying and using personal interests of employees in the process of personnel management.

The leading approach to research is the motivational system proposed on the basis of theoretical analysis and the developed psychological model of labor interests, which made it possible to create a methodology for assessing the structure of labor interests. Using the methods of a special survey, questioning and interview guides, the analysis and comparative assessment of the labor interests of 50 candidates for the service manager position (entertainment and restaurant industry field) was conducted (with no regard whether candidates have passed or not passed the selection); as well as of 45 employees of this industry aged 18 to 25.

The main results of the paper show the connection of labor interests with the company's personnel management system, namely with the

processes of selection, adaptation and training. It was revealed that the candidates who had been selected for the service manager position were of primary group interest (small social group interest), and financial incentive was only in the second place. At the same time, financial incentive contributed to the successful passage of the adaptation period. Occupational interests of employees depended on their education and job specifics; career interests were influenced by the time planned with the company. The recommendations necessary for the employer to create the conditions corresponding to the leading labor interests of the employees were substantiated.

As a result: theoretical phenomenological description of the structure and psychological model of labor interests is given. In practical terms, the relevance of the accounting, assessment and impact of workers' labor interests on personnel management is proved.

The materials of the paper can be of interest to scientists working on the field of applied psychology and labor psychology; and also to practicing HR-managers.

Keywords: motivational mechanism, labor interests, personnel selection, adaptation and training, the structure of interests.

GELOTOPHOBIA AND EMOTIONAL RESPONSE TO HUMOR PERCEPTION IN HEALTHY PEOPLE AND PSYCHIATRIC PATIENTS

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Gelotophobia is the fear of being laughed at. Gelotophobes do not experience laughter and smiling as something positive, and they can hardly distinguish between teasing and ridicule. Extreme fear of being laughed at can lead to social withdrawal. Gelotophobia is widely studied as a trait, as well as a clinical syndrome. Healthy gelotophobes tend to respond to smiling faces with automatic facial expression of contempt. On the other hand, emotional response to humor under pathological fear of being laughed at in psychiatric patients has not been studied yet. The study included two groups of participants: N=30 controls, and N=32 psychiatric patients. Two short videos, the comic one and the neutral one were administered to the participants while videotaping their facial expression. The level and frequency of their smiles and laughter were assessed. Self-reported emotions were measured after each video. The participants also completed the State-Trait Anxiety Inventory, and the PhoPhiKat<30> to measure gelotophobia. The results confirmed validity of the method: in the control group "comic" video arose significantly more smiles and laughter, and self-

reported joy and delight, compared to the neutral video. Patients demonstrated significantly lower smiles and laughter watching comic video, in comparison with the controls. Their emotional expression did not differ significantly between the two videos, the comic one arose higher delight, but not joy. Gelotophobia was significantly higher in the clinical group compared to the controls. In the control group gelotophobia was not related to frequency of smiles and laughter to the comic video, while in the clinical group higher gelotophobia significantly correlated with lower laughter. Gelotophobia was related to anxiety in both groups, but only in the clinical group it was associated with higher state trait measured before and after watching comic video. Thus, gelotophobia prevails in psychiatric patients compared to the controls. At the same time, its structure is different in the two groups: while in healthy people the fear of being laughed at does not affect much emotional response to humor, in mentally ill people it is related to increase of anxiety from humor and decrease of laughing response.

IF YOU START USING FACEBOOK PROBLEMATICALLY YOU WILL FEEL LONELY. PHUBBING, LONELINESS, SELF-ESTEEM, AND FACEBOOK INTRUSION. A CROSS-SECTIONAL STUDY

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Smartphones are an integral part of people's life. The aim of the study was to expand the knowledge on the individual determinants of "phubbing." Two dimensions of phubbing – communication disturbance and phone obsession – were taken into consideration. We tested the model of relations between phubbing, self-esteem, loneliness, and satisfaction with life. We administered the Phubbing Scale, the Facebook Intrusion Scale, the Loneliness Scale, the Satisfaction With Life Scale, and the Self-Esteem Scale. The participants in the online

study were 597 Polish users of mobile phones, with a mean age of $M=21.22$ ($SD = 6.52$, range: 16-78). The results showed Facebook intrusion to be a cause of phubbing. Women scored higher than men on both dimensions of phubbing. A low level of self-esteem and satisfaction with life predicted Facebook intrusion. Additionally, a low level of loneliness was a predictor of Facebook intrusion, which in turn was a predictor of loneliness. The results demonstrate the multidimensional nature of phubbing and suggest new directions for future studies.

CONFLICTOLOGICAL COMPETENCE OF A TEACHER AS A CONDITION FOR CREATING A PSYCHOLOGICALLY COMFORTABLE AND SAFE EDUCATIONAL ENVIRONMENT

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For all its participants, it is necessary to create a psychologically healthy educational environment. Under the psychological safety of I.A. Bayeva understands the state of the educational environment, which helps to meet the needs for personal and trust communication, creates the reference value of the environment and provides mental health included in the participants [1]. Creating a psychologically comfortable and safe educational environment largely depends on the teacher (AK Markova, LM Mitina, and others). To provide psychologically safe conditions for the development and creative self-realization of students, a modern teacher needs, through professional activities, to have a high level of development of such integral personality characteristics as orientation, competence, flexibility and self-consciousness [2]. In the conditions of increasing conflict potential of

school society, it is important for a teacher to have formed conflictological competence, which contributes to the establishment of healthy relations in the team, updating the capabilities of both students and the teacher himself. Studies show that the presence of a developed conflictological competence of a teacher contributes to the creation of a comfortable educational environment: • prevention of problem and conflict situations, • creating an atmosphere of goodwill, mutual assistance, • intellectual and spiritual development of the team and each student, • the effectiveness of the educational process as a whole. The lack of this competence of the teacher has a negative impact on the personality, in particular, increases the level of anxiety and aggressiveness among schoolchildren, which affects their psychosomatic state. A competent teacher is

able to create a psychological climate of trust between the participants in the educational process; to ensure cooperation in decision making, to prevent the destructive development of conflicts. The task of creating a safe, psychologically healthy educational environment is one of the most important tasks for a modern teacher. It acquires special significance when

working with adolescent students. Literature 1. Baeva I.A. Psychological safety of the educational environment: theoretical foundations and technologies of creation. – Author. dis ... dr. psychol. sciences. – SPb, 2002. – 44 p. 2. Mitina L.M. Labor psychology and teacher professional development / L.M. Mitina –M.: Academia, 2004. – 320 p.

THE ATTACHMENT AVOIDANCE IN MARITAL RELATIONSHIP IN TURKEY

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The main purpose of the current study is to investigate the association between adult attachment style (i.e. attachment avoidance and attachment anxiety) and marital adjustment of couples in the Turkish sample. The data was gathered using demographic information form, Experiences in Close Relationships-Revised, and Dyadic Adjustment Scale from 270 married couples. The actor-partner interdependence model (APIM) was used to comprehend both intrapersonal and interpersonal influences simultaneously by controlling the length of the marriage, the number of children, and education levels of spouses. The saturated model demonstrated that the associations between attachment styles of husbands and wives' marital adjustment, and between attachment anxiety of wives and husbands' marital adjustment were insignificant. Therefore, these four insignificant links were dropped from the model. Eventually, the final model fit the data very well [$\chi^2(4, N = 270) = 3.83, p = .43, GFI = .997,$

$AGFI = .961, CFI = 1, TLI = 1, RMSEA = .00$]. Dyadic analyses revealed that wives' dimensions had both actor and partner effects whereas husbands' dimensions had only actor effects. In detailed, attachment avoidance of wives was negatively related to both wives' and husbands' marital adjustment. On the other hand, both attachment avoidance and anxiety of husbands' were negatively associated with just husbands' marital adjustment. Findings demonstrated that the paths for wives and husbands were comparable. The attachment avoidance of wives was more risky for her own marital adjustment compared to their husbands' marital adjustment. These findings are parallel to those in existing and related literature. In the literature, it was shown that attachment avoidance of both wives and husbands was the strongest predictor of both own and partner's marital adjustment. Moreover, the attachment avoidance of wives is seen more detrimental for both her own and husbands' adjustment in Turkish culture.

DBT SKILLS TRAINING AND THE CHANGE OF EATING PATTERNS AMONG RUSSIAN WOMEN WITH EATING DISORDERS

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Eating disorders come with high level of emotional dysregulation expressed in distorted eating behaviors such as restrictive food intake, binge and purge, and compulsive overeating. Our research aims to assess the changes in distorted eating behavior patterns among Russian women after participating in DBT skills training. We examined 46 female patients with binge eating disorder, bulimia nervosa, and OSFED before and after taking part in DBT skills training (Linehan 2015). Our methods include NVM (Dutch version of MMPI), DEBQ (Dutch Eating Behaviour Questionnaire), EDI (Eating Disorder Inventory), TAS-26 (Toronto Alexithymia Scale), EAT-26 (Eating Attitudes Test), and IES-2 (Intuitive Eating Scale-2). Statistical analysis (Mann-Whitney test) shows that participation in the DBT group decreases excessive concern with dieting, weight preoccupation, and fear of weight gain ($U=156.5$; $p=0.017$). It reduces episodes of binge eating and purging ($U=118.5$; $p=0.001$), anxiety level and

emotions somatization ($U=176.5$; $p=0.05$), and food preoccupation ($U=147.5$; $p=0.09$). It increases the effectiveness level and control in participants' lives ($U=166$; $p=0.03$) and the individual ability to distinguish sensations vs feelings and hunger vs satiety ($U=142.5$; $p=0.006$). It raises the level of unconditional permission to eat ($U=162.5$; $p=0.095$), the reliance on hunger and satiety cues ($U=149.5$; $p=0.04$), and eating for physical vs emotional reasons ($U=95$; $p=0.001$). External eating tends to decrease ($U=165.5$; $p=0.07$). Total IES-2 score goes up ($U=109$; $p=0.003$) reflecting an improvement of capability to eat according to body cues. Our study shows that participation in the DBT skills training positively changes dysregulated emotional patterns and distorted eating behavior among Russian woman with a history of eating disorders. Group participants could effectively extend DBT skills to their eating behavior.

CULTURE AND PSYCHOSIS: CRITIQUE OF DIAGNOSTIC CONVENTIONS AND TOOLS

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The influence of culture is inextricably entwined with the experience and interpretation of psychotic symptoms. This presentation will orient clinicians to the wide array of issues at the intersection of culture and psychosis, including how culture shapes the onset, meaning, course, and symptoms of psychotic illness; the challenges and practical strategies/tips for diagnosing culturally diverse patients with psychosis; and the importance of developing culturally competent research and clinical assessment tools. Prominent diagnostic tools for assigning cases of psychosis are gathered from

the literature, such as the PSE/SCAN, DIS/CIDI, CASH and DIGS. Strengths and weaknesses of these instruments are compared and contrasted in cultural context. Cross-cultural validation of diagnostic instruments, with respect to the identification of psychotic disorders, is sporadic at best. Commonly reported rates of psychotic disorders by large-scale epidemiologic studies must be accepted cautiously, especially in cross-cultural clinical contexts. Frameworks to assist researchers and clinicians exist to reduce diagnostic error when assessing diverse populations and include: the (1) WHO guidelines

to adapt epidemiologic tools to the culture of groups being studied; and (2) DSM 5's Outline for Cultural Formulation (OCF) and Cultural Formulation Interview (CFI), which are clinical tools designed to assist clinicians to understand cultural issues during diagnostic assessment.

Conclusion: Cross-cultural adaptation and validation of diagnostic tools and practices is possible with adequate allotment of time and resources. The alternative is to leave diagnostic bias unexamined and perpetuate historical legacies of stereotyping and misdiagnosis.

POLISH VERSION OF THE TRADITIONAL-ANTITRADITIONAL GENDER-ROLE ATTITUDES SCALE

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Sex, apart from age and race, is the most commonly used and the most easily engaged category in the process of social classification (Brannon, 2015). In the light of the social constructivism theory, gender roles are social, built in given culture, convictions and observations concerning how women and men should behave, which professional and household niches are "feminine" or "masculine" (Zosuls et al., 2011). Since people differ in evaluation of gender roles it may lead to such a consequences as interpersonal distress, partnership conflicts or discriminant behaviour. Thus it is vital to develop a psychological tool for gender role attitudes assessment which may be helpful in intra- and intercultural measurement. The purpose of these presentation is to introduce a process of Polish adaptation of the TAGRAS scale (Klocke, Lamberty, 2015), which takes the most up-to-date approach to the understanding of gender role attitudes: traditional, egalitarian and antitraditional. The sample consisted of 540

females and males, including 325 adults (aged 19-80) and 215 late adolescents (aged 16-18) from secondary schools. The methodological steps included: translation process, univariate model of CFA, reliability calculating with the use of Cronbach's alpha and test-retest method, convergent validity assessment. The additional PCA and reliability calculation were conducted for particular sociodemographic conditions – the deviation of scree plot and intercorrelations of items were observed for the oldest researched group (seniors aged over 60). A unidimensional TAGRAS meets the criteria for good enough psychometric tool in the sample of young adults, although the current results give an impact for further studies for properties of the scale to be well grounded. Since the process of adaptation concerns a tool measuring – by definition – a culture-dependent variable, special attention will be given to the problem of TAGRAS' relevance in terms of culture.

INTERNAL CONSISTENCY OF A BATTERY TO MEASURE THE POWER AND VIOLENCE OF GENDER IN INSTITUTIONS OF CIUDAD JUÁREZ

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This study was conducted under the assumption that the power relations that occur in couples and family influence the perception and incidence of gender violence in institutions. The main objective of the study is to explore, based on the premises of beliefs of Mexican families, the factors that affect unequal power relations between members of institutions and organizations and that result in violent events, specifically gender. Studies on power in the couple suggest that it defines and is defined at the same time by gender roles (Rivera and Díaz-Loving, 2002). It has been found that the perception of violence, security, corruption and other concepts, in general, is different for men and women, also based on schooling (Moreno-Cedillos, 2013). Studies on traditionalism and power in Mexican families with students, report significantly less attachment to the more traditional premises of machismo and self-denial on the part of women and greater attachment of men. This polarization between women and men, mostly observed in Cd. Juarez, that in other entities of the country, seems to represent a danger for the traditionally powerful role of men,

who react with more attachment to these premises, pretending to assert his traditional supremacy. Perhaps this polarization explains - never justify- the exacerbated violence against women (Moreno-Cedillos, 2011). The instruments are The (Received – Emitted) Formal-Informal Power Questionnaire (Meliá, Oliver, & Tomás, 1993); the Scale Measuring Global Social Power, in employee and students version (Nesler, Aguinis, Quigley, Lee, & Tedeschi, 1999); and The Power Strategies Scale (Rivera Aragón, & Díaz-Loving, 2002). All were applied to a non-probabilistic sample of 600 participants, men and women over 18 years, belonging to one of the five categories of institutions defined for the purpose of this research: official, business, civil society, unions and families. The results were favorable for all the instruments in their complete application, since Cronbach's alpha values of .91 to .98 were obtained, as well as for their factors, except for the Emitted Formal-Informal Power Questionnaire, where the alpha values for five of its seven factors was less than .8, so it is recommended no use in parts.

LONELINESS AND SOCIAL ISOLATION AS THE DRIVING FORCE BEHIND THE FREQUENT SOCIAL MEDIA USAGE

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During last 10 years, there has been major increase in the number of social media sites and users. Similarly, depression, loneliness, anxiety, etc. are also spreading vastly among teenagers and youths of our country. According to a WHO report, 36% of the Indian population is suffering from depression, majority of them are between age 6 to 25. Social media can also work as a

defense mechanism against dealing with social isolation and loneliness problems. Majority of the time people are not aware about their feelings of isolation and how it is influencing their habits, such as Social media usage. The consequences of the frequent use can be multiple mental illnesses and physical deficiencies. The solutions to the problems arising because of frequent

usage of social media will only be drawn when the contributing factors will be identified. This study focuses on identifying the causes which contribute in the often usage of three social media handles: Facebook, WhatsApp and Instagram. It also aims to find if people use it majorly because of their isolation feelings. The participants of the study were students from the

age span of 18 to 23. The data collection was done through a well-structured questionnaire consisting of 26 questions, both qualitative and quantitative. Some responses were also collected through google forms medium. Quantitative data was calculated through Excel. Qualitative data was analyzed and then the common factors were listed down.

PERSONAL VALUES: THE SUBJECTIVE REALITY OF CULTURE

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The presentation introduces a generalized scheme of the study of personal values in psychology. The importance of joint examination of cultural and ontogenetic development together with combined phenomenological and semantic analysis of personal values is proposed. It is noted that the three aspects of analysis: culture (language, traditions, beliefs, phylogeny of the value consciousness, etc.), development phenomena (age peculiarities and possibilities of formation and development of personal values), representations of values in the individual consciousness (at the level of common values and subjective senses, emotions, sensual tissue) should be considered in the study of personal values. The results of the comparative analysis of personal values of Russian and American students are presented. Participants are undergraduate students of the University of California in Davis (UCD) (N=192) and of universities in Barnaul (N=240). American students were of the ages 19-23 (Mean = 20.81, SD = 1.32), Russian students were aged 18-23 (Mean = 21.34, SD = 2.12). Explicit methods,

revealing the content of students' values existing in their mind as objective meanings and implicit methods revealing the semantic contents of personal values have been employed in the study. Similarities (etic-analysis) and differences (emic-analysis) in value priorities of two cultural groups are revealed. It is shown that the values of family life, love, good and loyal friends, complete self-realization are universal for both cultures. Faith in God, high social status and human management, creativity, patriotism and love for the motherland are of lower priority in both samples. Cultural-specific values for the Russian youth are communication and wealth, for American students – learning new things about the world, nature and a human being, higher education, time. It is shown that even if the value hierarchies of the two groups look similar, they have significant differences in the way of subjective interpretation. These results contribute to deeper understanding of cultural determination of the development of personality and to the development of value's studies in psychology.

CONSCIOUS AND UNCONSCIOUS COMPONENTS OF INCOMPLETE FIGURE PERCEPTION

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The Gollin test was originally introduced by Eugene Gollin in the 1960s. It involved the presentation of line drawings that included more and more contour information (5%, 20%, 30% and so on), until the figure (elephant, umbrella) was successfully recognized by the participant. In the original version, cards were used but in a computerized version (Foreman and Hemmings 1987) pixel blocks accumulated on a screen so that the exact percentage of figure required for identification could be ascertained. In a personal communication to one of the present authors (NF) Eugene Gollin said that he had originally envisaged it (the card version) as a developmental test, and indeed data gathered using the computerized version showed that on first presentation, less and less contour was required for identification over the period 18 to 60 months of age. Learning is rapid and the percentage required drops substantially over 3-5 presentations. Recent forms of the test involve presentation of colored or 3-D images. In 1997-2010 we argued that rather than figural

“completion”, the test reflects the brain’s potential to calculate the statistics of the signal and mask (occlusion) even though the mask is unconscious as it is in the traditional version of the Gollin test. The masking idea allows the measurement of the statistics of the texture, conscious and unconscious, including the prevailing levels of internal noise in the visual system and as such it can be used potentially to diagnose forms of visual agnosia. The Gollin test can arguably be employed more widely to examine the effects of brain damage on visual form recognition. To examine this possibility further we have developed versions of the Gollin test using DOG and Gabor wavelet transformations (Chikhman et al., 2006). Foreman N, Hemmings R. The Gollin incomplete figures test: a flexible, computerized version. *Perception*. 1987;16(4):543-8 Chikhman V., Shelepin Y., Foreman N., Merkuljev A., Pronin S. Incomplete figure perception and invisible masking // *Perception*. 2006. Vol. 35. No. 11. P. 1441–1457.

THE SEEING OF COMPLEX SCENE DURING SACCADES

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We studied the patterns of perception of complex ecologically and/or socially significant objects during rapid eye movements. We hypothesized that during a saccade the effect of "saccadic suppression" takes place. The experiments were conducted on a hardware and software complex based on the iViewXTM Hi-Speed 1250 video eye tracker (SMI, Germany). The participants were shown a colour face image ($3.7^\circ \times 6^\circ$) expressing one of the basic emotions, while performing a targeted saccade. Face image duration was 7–14ms; average duration of 10° saccades: 41 ± 9 ms; average speed: $224 \pm 36^\circ/\text{s}$. The saccades were initiated by a neutral stimulus, which disappeared immediately after the start of eye movements. The test objects were presented pseudo-randomly along the main horizontal line of the field of view, to the right and to the left of the central fixation point ($0^\circ, \pm 5^\circ, \pm 10^\circ$). The average probability of accurate identification of facial expressions during saccades for all stimulus situations is above chance (0.61). Expressions of happiness (0.81), fear (0.71) and disgust (0.62) are recognized most accurately. The result of the evaluation depends on the alternative

choice. Poorly recognized expressions, as well as a neutral state, are better recognised in intermediate positions ($\pm 5^\circ$); the frequency of well-recognized expressions is distributed evenly across all egocentric positions; emotion of sadness is reliably recognized only in the centre (0°). The evaluation of the visual direction of the face is different from the actual. The results confirm the possibility of an adequate perception of complex objects when performing rapid eye movements. The recognition accuracy is several times higher than the frequency of detection of point light flashes or than the recognition of simple objects during saccades, but 15-20% lower than the recognition of basic emotions in normal conditions. The results allow to conclude that the perception of facial expressions can begin not only during a stable fixation, but also at the peak of the saccade speed (about $400^\circ/\text{s}$), both in the centre and on the periphery of the visual field. The idea of "saccadic suppression" as a possible mechanism regulating the perception of ecologically valid objects seems controversial. Supported by Russian Science Foundation, project №18-18-00350

NEUROTECHNOLOGIES: COGNITIVE BEHAVIOURAL THERAPY AND VIRTUAL ENVIRONMENTS

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The aim of this study was to evaluate the effectiveness of the application of neurotechnology with an interactive virtual environment for the correction of cognitive impairment in patients with schizophrenia and depression. We created a neurotechnology using virtual reality for the rehabilitation of patients with neurocognitive disorders. The virtual environment used at the second stage of the analysis represented a video of natural scenes that simulated a bike ride through the landscape with a varying relief completely synchronized with the movement of the patients. The observer's task included a thorough review of both spatial images (magno-system) and separate objects (parvo-system) presented on the panoramic monitor, but also the fulfillment of the cognitive task. For example, focusing on individual video elements in order to search and account objects with certain characteristics set at the beginning of the session. The effectiveness of the methodology was assessed using the electrophysiological (cognitive visual evoked potentials). Comparative analysis of evoked potentials amplitude during the perception of

images, which filtered via digital filtration for selective effect on the magno- (low frequency) and parvo- (high frequency) – channels of the visual system, was used. It was shown that in patients with schizophrenia and depression, exhibited a decrease in the amplitude of the components to stimuli filtered at high spatial frequencies and reduced contrast sensitivity at high spatial frequencies. The difference between these pathologies is the different localization of disturbances. In schizophrenia – the localization of disturbances in the occipital, parietal, central, frontal areas and the right temporal region. In depression – the localization of disturbances in the central parietal, central and frontal areas. According to the obtained data, activation of the parvo system was observed in patients of two pathologies after application to the visual system of interactive virtual environment. And also the improvement of the processes of concentration of attention, early sensory processing, working memory and in-depth analysis of information. Accordingly, this methodology using an interactive virtual environment can be effectively used in patients with neurocognitive disorders.

TYPICAL REACTIONS TO THE DISEASE OF CHILDREN AND ADOLESCENTS SUFFERING FROM RHEUMATIC DISEASES OF VARIOUS SEVERITY

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The National Medical Research Health Center of Ministry of Health of the Russian Federation (Moscow) Rheumatic diseases constitute a risk of social maladjustment and creation of a number of psychologic issues in a sick child. Identify typical reactions to the disease in children and adolescents suffering from rheumatic diseases of various severity. Review of medical documents, follow-up, questionnaire surveys, projective methods. Sampling. 75 children with the disease of various severity (18 – severe, 47 – moderate, 10 – mild). The combination of psychological characteristics of the child determines the type of reaction to the disease: 1. Favorable reaction (33.8%), when the impact of the disease on the psychological state of the child is minimal; personal development is along a trajectory close to the standard. 2. "Life space narrowing" (9.3%) is manifested in the inability of the child to adapt to the environmental conditions outside the hospital, whereas inside the hospital the child is able to maintain contacts with peers and other activities. 3. Children with "intellectualization" reaction to the disease (7.6%)

are characterized by lower mood, expressed dissatisfaction with the state of health, concentration on treatment matters, significantly reduced self-esteem with compensatory inflated self-esteem on the "achievement" parameter. 4. Children with "infantilization" reaction to the disease (17.1%) are characterized by a decreased development of self-awareness, a positive mood. 5. "Immersion in the disease" (18.4%) is the acute reaction of the child to the disorders in the main areas of his / her life caused by the disease. They are characterized by significantly low mood, identification with the image of a sick person. 6. Children with "psychological disability" (13.8%) are characterized by physical and emotional dependence on close adults, lack of independence. A mild course of the disease is often characterized by a "favorable" reaction to the disease compared to the moderate ($p < 0.01$). None of children with severe disease showed such a reaction to the disease. We defined the impact of the severity of the diseases on the psychological state, which determines the type of reaction of the child to the disease.

CROSS-CULTURAL COMPARISON OF THE DEVELOPMENTAL PROCESS OF CONFLICT MANAGEMENT SKILLS IN EARLY CHILDHOOD

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The purpose of the present study was to investigate the cross-cultural differences in conflict management styles of children in preschool and elementary school between selected Asian countries. Parents and teachers of 3342 children (from 3 to 6 years old and 8 years old) in China Japan, South Korea, were surveyed about how their children would react in conflict situations, toward targets varied on intimacy. Measurement was conducted using Rahim's (1979) scales measuring conflict management styles (obliging, integrating, compromising, avoiding, and dominating), and three additional conflict management styles; "conventional rule" (i.e., "lets toss for it"); "third party" (i.e., ask for help from adults); and "self-serving" (i.e., "start playing what s/he wanted to do to begin with"). The two situations of conflict were "differences in opinion" (i.e., "your child wants to play on the swings, while the other child wants to play in the sandbox.") and "competing for resources" (i.e., "your child and another child want to use the same play equipment. However, there is only one piece of the equipment available"). For each strategy, a 3

(country) x 5 (age group) x 2 (rater) x 2 (situation) x 2 (intimacy) mixed design ANOVA was conducted. Results indicated interaction effects of country x situation and country x intimacy for every style, and of country x age group x rater for five style: "conventional rule", compromising, integrating, dominating, and self-serving, with differences observed even amongst the Asian groups. These findings suggest that 1) there are cross-cultural differences in conflict management styles amongst East Asian children, and hence it would appear that there are differences in the developmental process of conflict management skill acquisition, even amongst these regionally similar cultures, and that 2) the popular individualism-collectivism framework maybe insufficient in explaining differences between these cultures, and a closer look at the child rearing practices and developmental processes are warranted to more accurately examine conflict management skill acquisition. Rahim, A., & Bonoma, T. V. (1979). Managing organizational conflict: A model for diagnosis and intervention. *Psychological Reports*, 44, 1323-1344.

EMPLOYEE SILENCE, COLLECTIVENESS AND ORGANIZATIONAL COMMITMENT: MEDIATING ANALYSIS

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The competitive climate in business also happen for the way to get the best talent for the company. This situation pushed developing head hunters as one of methods to get the talents and made high turnover for company, because many their employees hijack by head hunters. The organizational commitment was buffering the organization from turn over. This research will

explore if employee silence as mediator for effect of collectiveness to organizational commitment. Employee silence refers to situations where employees withhold information that might be useful or harmful to the organization of which they are a part, whether intentionally or unintentionally. When employee shows this behaviour in term of protected their peer, so it will

make them hard to leave the organization. Hypothetic model for this research tested by mediating method develop by Baron and Kenny. Analysis result from 104 respondents showed that employee silence did not mediated effect of collectiveness to organizational commitment.

Employee silence effect the organizational commitment (affective, normative and continuance). Meanwhile collectiveness only effect to affective commitment and did not affect to other types of organizational commitment (normative and continuance)

STRESS AND PERFORMANCE IN PUBLIC EMPLOYEES: THE MEDIATING ROLE OF TEAM SATISFACTION

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Role clarity and management of organizational change are considered in the Management Standards approach (Cousins et al., 2004) as two psycho-social factors that have the potential to lead to stress-related consequences or, if well managed, to employees' well-being. We hypothesize that if employees experience limited stress, they will be also more satisfied for relationships with colleagues and, consequently, will have a better performance. This study aims to investigate if role clarity and being informed on change have a positive effect on individual perception of team work performance. A second aim is to investigate if individual perception of team satisfaction mediates the relationship between role clarity and change, from one side, and team performance from the other side. A cross-sectional study was conducted in an Italian municipality. About 530 employees answered an on-line survey. The questionnaire included: a) the Italian validated version of the questionnaire HSE indicator tool (Toderi et al., 2013); in particular, 3 items for the role clarity dimension, and 3 items

for the change one; b) the individual perception of team satisfaction, assessed using 3 items developed by Smith & Barclay (1997); c) individual perception of team performance, assessed using two items developed for this study. Spss and the macro Process were used to test the mediation hypotheses. Results confirm that role clarity and change have a direct impact on team performance. In addition, in both cases we also observed a partial mediation: role clarity has a significant indirect effect on team performance through perception of team satisfaction (effect: .16; with lower and upper confidence interval between .11 and .21); and also change has an indirect effect on team performance through team satisfaction (effect: .19; with lower and upper confidence interval between .14 and .25). Results suggest that providing employees with clear information about their role and tasks, and also providing them relevant information to understand and manage organizational changes, may avoid interpersonal conflicts, and thus directing attention and effort towards team performance.

LIFE-PURPOSE ORIENTATIONS AND HARDINESS OF PEOPLE WITH DIFFERENT LEVEL OF SUICIDAL BEHAVIOR DEVELOPMENT

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In the case of suicidal behavior, there is a violation of the socio-psychological adaptation of the individual, appeared at the cognitive, emotional and behavioral levels. The research was aimed at the identifying features of the severity level and the components content of the life-purpose orientations and viability of people with and without suicidal behavior. The study sample included patients from the crisis inpatient facility of the Moscow City Clinical Hospital (60 people of 17-56 years old). Patient diagnoses (ICD-10): adjustment disorder, depressive disorder. Different levels of suicidal behavior have been taken into account (thoughts without intentions, with intentions, attempts). The following methods were used: Test of the life-purpose orientations (D.A. Leontyev, O.E. Kalashnikova, – a modification of the “Purpose-in-life” test by J. Krambo and L. Makholik), the Hardiness test of S. Muddy in the interpretation of D.A. Leontyev and E.I. Rasskazova. The study

results are: with the development of a continuum of suicidal behavior, a decrease in the severity of indicators of life-purpose orientations has been revealed. Observed: the lack of life goals, giving it the sense of purpose, focus and time perspective; dissatisfaction with the results of life, life at present; lack of faith in the freedom of choice, in one’s own forces to control the events of life, in the possibility to influence one’s life in accordance with one’s goals and objectives and vision of its meaning; fatalism. With the development of suicidal behavior, a decrease in the severity level of the hardiness components is observed. There is a focus on the negatives of the past and the lack of integration of events into the life experience, an explanation of the failures of the hardships in the past. The existence of passivity and self-disbelief is marked. These targets are the priority for the psychotherapeutic intervention.

EXPLAINING NORMATIVE AND NON-NORMATIVE POLITICAL COLLECTIVE ACTION: THE ROLE OF PERCEPTION OF THREAT ON SUPPORTERS OF THE 2019 INDONESIAN PRESIDENT CANDIDATES

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Since the campaign period of the 2019 Indonesian presidential election, the polarization direction of Indonesian political support has salience increasingly between two group supporters of the presidential candidates. This study aims to explain normative and non-normative political action models using the perception of threat as the main predictor variable. The other predictor variables were politicized identity, group-based contempt, and group efficacy. We modified the model of van Zomeren, Postmes, Spears, and Bettache (2011) with replacing the moral conviction to the perception of threat and anger to contempt, and added the non-normative collective action as the outcome variable. We argue that the perception of threat has a stronger role in collective action model on the supporters of alternative presidential candidate than the supporters of

incumbent presidential candidate. We collected data of the alternative candidate supporters' (N=266) and the incumbent supporters' (N=207). We analyzed with path analysis using Amos. The results generally proved our prediction, (a) model of the perception of threat on the supporters of alternative candidate had better fit model than the supporters of incumbent candidate; (b) almost all predictors had a positive association with normative and non-normative collective action and only group efficacy had a negative association with non-normative collective action on the supporters of alternative candidate; and (c) specifically, on the supporters of incumbent candidate, the group-based contempt only related to the non-normative collective action, and politicized identity and group efficacy only related to the normative collective action.

COUNTERING RADICALISM ON YOUTH: AN EXPERIMENTAL STUDIES ON THE EFFECTS OF CRITICAL THINKING AND THE SOCIAL IDENTITY COMPLEXITY

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In the current internet era, radical groups such as ISIS target young age groups, which are in the stage of seeking an identity for recruiting new members. In the previous studies described that the vulnerability of identity and cognitive style contributed to explaining radicalism. The purpose of this study was to determine the effect of critical thinking skills and the social identity complexity on the support of radicalism. We conducted two experimental studies in high school student. In study 1, we follow a treatment of critical thinking to test the effect on support for radicalism (experiment vs control). In study 2 we conducted two treatment groups and one control group, by giving critical thinking skill and social identity complexity with counterbalance design. The results of study 1 showed that critical thinking skill could reduce support of radicalism only on support for violence. In study

2, we found that there is a significant difference between two groups of experiment and control group on support of radicalism. The two groups of the experiment have a lower score of support of radicalism compare to control group. The comparison between two groups experiment shows that students that are given a critical thinking skill after social identity complexity have lower support of radicalism than students who were given critical thinking skills before induction of social identity complexity. This result suggests that the more teenagers do not believe in propaganda messages after training, the lower the support for radicalism. This research demonstrates the role of the social identity complexity and critical thinking in increasing resistance to propaganda messages to prevent the adopted of radical ideas on high school student.

PROMOTING SELF-ENHANCEMENT OR AVOIDING SOCIAL REJECTION? COMPARING VERBAL ASSOCIATION AND TEXT NETWORK ANALYSIS OF QUEST FOR SIGNIFICANCE BETWEEN INDONESIA AND UNITED STATES

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Is life about pursuing one's passion, through opportunity for significance gain? Or is it about maintaining social security, through avoiding significance loss? Built from previous evidence regarding goal orientation and regulatory focus, present research argued that quest for significance may differ across cultures. More individualistic societies tend to promote self-enhancement values and concepts (significance gain) while more collectivistic societies tend to promote social security values and concepts (avoiding significance loss). In study 1, we explored the social representation of 'meaningful life' from 207 participants in collectivistic society of Indonesia and 200 participants in individualistic society of United States using

verbal association task. We found that, indeed, values such as ingroup conservation values tend to be represented more as core values in Indonesia while self-enhancement values tend to be represented more as core values in United States. In study 2, we investigate the homophily of concepts in twitter for two geolocations: Jakarta and New York, by analyzing text networks of hashtags from words that we obtained in study 1. We found that tweets from Jakarta contain concepts emphasizing relationships (family ties, loving god, friendships) while tweets from New York contain concepts emphasizing self-enhancement (travel, health, achievement).

METHODOLOGICAL DIFFICULTIES AND CHALLENGES OF MODERN CLINICAL PSYCHOLOGY

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Modern clinical psychology is a set of developments and programs that correlate poorly with theoretical concepts and are not correlated with each other, despite the activity of researchers and the apparent growth of specific knowledge. It preserves an outdated initial ontological model. Methodological difficulties in clinical psychology are generated by extremely slow progress from the dominant classical rationality to nonclassical and postnonclassical. Methodological and theoretical "challenges" confront clinical psychology with the questions of the ontological status of the reality being studied and the need to overcome the split of scientific methodology. Within the framework of classical rationality, clinical psychology only constructs the principle of objectivity, realizing the subject-object approach, attributing to the soul the way of being fundamentally similar to the way of being of nature. The cultural-historical approach, psychoanalysis and the existential-humanistic trend in clinical psychology form an understanding that "physicalist" objectivity is only one of the semantic structures in which a person masters in being. Postnonclassical clinical psychology turns to the study of the "living world",

requires ontologically recognize the world of internal reliability of consciousness, reconstruct the experience. The subject of the study become special experiences and the particular ways of constructing particular "living worlds". The main problem is the development of methodological tools for this kind of research, overcoming the opposition of explanation and understanding. "Challenges" to the development of clinical psychology are also posed by the common problems of anthropology and the crisis of modern culture, the era of postmodernism. The question arises about the basis of a new psychology of health: the formations of consciousness that ensure its strength, preserve its internal integrity, the ability to resist external manipulation, socially organized coercion to illusion. There are "challenges" that clinical psychology ignores. This is a cleavage between research and practical clinical psychology. Understanding of mental disorders within a particular psychological practice reflecting the vision, values and attitudes of those who are its participants (members of interdisciplinary teams), creating an absolute relativism in the understanding of the subject of research.

TRANSFORMATIONS OF SELF AND OTHER REPRESENTATION IN MODERN SOCIO-CULTURAL UNCERTAINTY

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Sociocultural preconditions and personal predispositions causing modern variety of subjective ambiguity are analyzed as well as connection between uncertainty of modern cultural environment with legalization of destructive mythologems and manipulative technologies of human relations and phenomenon of identity diffusion. Identity as a wholeness of the representation Self-Other system, functioning in the framework of manipulative relationships, undergoes a deep transformation, "beheading", or at least "moral impoverishment", while in the representation of Self the structures of superiority and hatred toward the Other crystallize. The specificity of the mentalization construct is determined in the context of emotionally rich communication with the specifically significant Other – in friendly, love or psychotherapeutic relationships. In the optics of cultural historical conception by L.S. Vygotsky, mentalization and its transformations (reduction, distortion of motivation, refusal to mentalize, or manipulative use of mentalization) are viewed as the phenomena, mediated by the high value of controlling, authoritative and manipulative relationships and dehumanization of relationships per se. As a clinical phenomenon, the mentalization impairments are analyzed in several perspectives: as genetically different "layers" of

psychic functioning of self-awareness; as pre-mentalizational stages of its development; as temporal or stable decrease in cognitive mediation of mentalization in crisis or traumatic situations of interpersonal communication. The process of mentalization regresses to its pre-categorical and cognitive-affective non-differentiated levels and structures (syncretic and complex organization), unfolding involuntarily and unconsciously, lacking meaningful coherence, symbolic mediation and focus for understanding the subjective world – of self and the Other. The unconscious substitution of the psychic picture of the inner world with impulsive actions, hypochondriac and narcissistic fixations, autistic pseudo-mentalization and manipulation is lacking the meaningful and sanguineous dialogue with the Other. From the perspective of psychotherapy, the mentalization deficit is understood as a "basic defect," which characterizes the operational style of thinking, hampers the ability to symbolize emotional experience of communication and generates the "dead ends" and "traps" in therapeutic relationships. The mentalization deficit narrows down the possibilities to use the transformative power of imagination and curative power of words in "containment" of traumatic emotional experience and lessens the effectiveness of psychotherapy.

MAKING ADVOCACY CENTRAL TO AN ORGANIZATION'S MISSION

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In the United States, significant turmoil has occurred in scientific, clinical, pedagogic and social justice issues as they apply to psychology in recent years. The American Psychological Association (APA) has been committed to addressing these issues but economic and infrastructure limitations have limited the association's ability to address these issues, especially anything outside of the clinical realm. During the last two years, APA dedicated itself to studying the process of advocacy- both governmental and non-governmental. Additionally, the results of this study were then compared to how advocacy has historically been done at APA. The gap between what should be done and what was being done was large and unexpected. As a consequence, APA took a year to then determine how to develop advocacy models that would match the increasing needs in our society. APA was then divided into two parts; APA for psychology and APA for psychologists. This latter part involves advocating for psychologists and further does so in an integrative fashion. The Advocacy Coordinating

Committee (ACC) was formed representing all aspects of psychology (and co-lead by the author) in an effort to have a robust and comprehensive advocacy approach. Further, to economically sustain such an effort 60% of all member dues now goes directly to this new organization labelled, APA Services, Ind. The ACC officially started on 01.01.19. The purpose of this presentation will be to discuss how the issues of advocacy can and could be addressed using the APA as a model. The core concepts that could apply across different nations and situations will be additionally presented. One specific aspect of advocacy in action will be addressed- the APA Citizen-Psychologist program. In this activity, psychologists across the US and internationally are recognized for the application of psychological principles to solve societal problems. Several examples will be provided. Overall, the goal of this presentation will be to emphasize how an organization can lead, activate, and acknowledged psychological advocacy across all aspects of psychology.

ASSESSMENT OF IMPLICIT ATTITUDES TOWARDS PREVENTIVE HEALTH AND RISK-TAKING BEHAVIOR IN PATIENTS WITH NASAL OBSTRUCTION BEFORE THE SURGERY AS A PREDICTOR OF ADHERENCE TO THERAPY

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According to the World Health Organization data, the main factors influencing health are related to healthy lifestyle and risk-taking behavior (WHO, 2000). Risk-taking behavior has a major impact on health and is closely associated with adherence to therapy in pre- and post-operational periods. According to our hypothesis, the presence of consistent explicit and implicit attitudes towards health saving behavior can be considered as an important factor of adherence to the treatment of patients with nasal obstruction in the pre-and postoperative period. The purpose of this study was to compare explicit and implicit attitudes towards preventive health and risk-taking behavior between nasal obstruction patients in pre-operational condition, and practically healthy subjects. The implicit association test (IAT, Greenwald, McGhee, & Schwartz, 1998) was used to measure the correlation between implicit attitudes towards preventive health and risk-taking behaviors. We compared implicit attitudes with explicit ones. For this section, we used an author's psychodiagnostic interview and two questionnaires: Scale for the Assessment of

Illness Behavior (Rief et al, 2003) and Illness Perception Questionnaire – Revised (Moss-Morris et al, 2002). 20 patients with nasal obstruction of different enteropathogenesis (the mean age was $(33,6 \pm 9,7)$ years), and 20 healthy people (the mean age was $(30,35 \pm 11,5)$ years), took the part in the study. After comparing the results interview and illness behavior questionnaires, the following may be stated. The healthy subjects frequently acknowledge risk-taking behaviors, while the patients tend to decline the possibility of risk-taking explicitly ($p \leq 0,05$); Patients show higher implicit risk-taking in IAT ($0,129 \pm 0,56$) than healthy subjects ($-0,832 \pm 1,04$) ($p \leq 0,01$); IAT results lead to future research consideration and IAT design improvements: if an ill person shows implicit risk-taking in IAT and preventive health in explicit attitudes, it does not imply violations in adherence behavior in all cases. The percentages of explanation has to be considered at the next stage of the research. Conclusion. IAT makes it possible to identify implicit risk-taking of patient and prevent violations of the recommendations in treatment of patients.

MOTIVATIONAL CONFLICTS AND THE PSYCHOLOGICAL STRUCTURE OF PERFECTIONISM IN PATIENTS WITH ANXIETY DISORDERS AND PATIENTS WITH ESSENTIAL HYPERTENSION

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Many studies show connections between perfectionism and anxiety disorders (AD), as well as essential hypertension (EH). At the same time, motivation plays significant role in development of both types of disorder. To examine the connections between direction and power of motivation, strength of motivational conflicts and the structure of perfectionism in patients with AD and patients with EH compared to healthy individuals. Projective and semi-projective motivation tests (TAT of Heckhausen (Heckhausen, Heckhausen, 2018), Multi-Motive Grid (Sokolowski et al., 2000)), and Perfectionism questionnaire (Hewitt, Flett, 2004) were used. The participants were 21 AD patients (mean age 35.6), 56 EH patients (mean age 51.0) and 74 healthy individuals (mean age 42.7). Both AD and EH patients differ from healthy individuals in total perfectionism level ($p < 0.05$) and socially prescribed perfectionism ($p < 0.05$). EH patients differ from healthy individuals and AD patients in self-oriented and other-oriented perfectionism ($p < 0.05$). Both groups of patients demonstrate lower overall level of achievement motivation ($p < 0.05$) and increased fear of failure ($p < 0.01$)

and EH patients show lower hope for success ($p < 0.01$) compared to healthy individuals. Achievement motivation is dominated by the tendency of failure avoidance in AD and EH patients, for healthy individuals the opposite is true ($p < 0.01$). Both AD ($p < 0.05$) and EH ($p < 0.01$) patients show higher fear of rejection than healthy group. AD patients demonstrate higher rate of fear of power ($p < 0.01$) than healthy group. In EH patients other-oriented perfectionism is connected to fear of failure ($p < 0.05$) and in AD patients socially prescribed perfectionism correlates with hope for success ($p < 0.05$). Results of the study help broaden our vision of the psychological causes and correlates of anxiety disorders as well as cardiovascular disorders. Both AD and EH patients differ from healthy individuals in terms of motivation and perfectionism and have their unique profiles. The results open up perspectives for further studies on this topic and may help develop strategies for psychotherapeutic interventions. The research was supported by RFBR; project № 17-06-00954herapeutic interventions.

THE IMPACT OF FAMILY ON CHILDREN'S HEALTH ATTITUDE

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According to recent studies, the adult population suffers from various chronic diseases caused by improper behavior habits: poor nutrition, lack of exercise, emotional stress. Many serious health problems originate in childhood, forming together with the process of development and socialization of the child. The purpose of the study was to identify the impact of family on children health attitude. The parents health attitude affects a primary school age children health attitude. The type of family education mediates the translation of health attitude from parents to children. The sample consisted of 70 people: 33 children (7-11 years) and 37 parents (32-54 years). We used the method of «Unfinished sentences about health» (N.V. Yakovleva, 2014) for both children and parents and questionnaire «The Analysis of family relationships» (E.G.Eidemiller, V.V. Justickis, 1990) for parents. We applied the χ^2 – Pearson criterion to determine if the same characteristic values occur in the coherent samples and received this result for health self-assessment, assessment of the health of others, attitude to illness, health-promoting activity and health

semantic feature scales. The empirical study showed that the health attitude of a primary school age child is influenced by the type of family education and the peculiarities of his parents health attitude. The type of family education mediates the translation of health attitude from parents to their children. It is possible to analyze how social conditions influence the formation of health-saving behavior and health attitude only in the process of interaction between the child and his family, taking into account basic attitudes and behavior patterns. We conclude that it is important to correct non-adaptive forms of parents behavior in case of preventive, correctional or psychotherapeutic work and search optimal ways of interaction, education and training. Further researches can involve a more detailed study of the component structure of the subject pattern of health and attitude to health and factors that affect the formation of the subject pattern of the child's health (personal characteristics, personal experience of the disease, social environment).

READING COMPREHENSION IN PRINT BOOK AND ON KINDLE: A COMPARISON OF ADULTS AND ADOLESCENTS

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Digital reading devices such as Kindle differ from paper books with respect to the kinesthetic and tactile feedback provided to the reader, but the role of these features in reading is rarely studied empirically. Recently, Mangen and coll. (in press) showed that adult readers of a long text on a print book were better to reconstruct the plot of the story than readers of the same text on e-book. They suggested that, to get a correct spatial representation of the text and consequently a coherent temporal organization

of the story, readers would be reliant on the sensorimotor cues which are afforded by the manipulation of the book. The participants to this previous experiment were adults, novices with respect to reading on an e-book. To determine the role of medium expertise and preferences, and to empirically assess the assumptions underlying claims about so-called "digital natives", the present experiment compared reading of a long text on Kindle and in print in adult and adolescent readers. Seventy-six

participants (adults: N = 28, 24 y.o; adolescents: N = 48, 15 y.o) read a 24 page (4880 words, approx. 30 min reading time) long story on Kindle or in a print pocket book and completed several tests measuring various levels of reading comprehension: recall, capacities to locate events in the text and reconstructing the plot of the story. Results in adult readers confirmed those previously obtained under similar conditions (Mangen et al, in press) and showed that on measures related to chronology and temporality, those who had read in the print pocket book, performed better than those who

had read on a Kindle. As a whole, adolescents were less efficient than adults in the comprehension tests, and conversely to adults, they performed identically whatever the reading medium. It is concluded that, because kinesthetic feedback is less informative with a Kindle, adult readers were not as efficient to locate events in the space of the text and hence in the temporality of the story. Interestingly, adolescents who are more familiar with digital media would be less sensitive to the lack of sensorimotor information afforded by e-books.

MALTREATMENT AMONG PEERS IN PRESCHOOLERS FROM DIVERSE CONTEXTS IN MEXICO

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School violence or harassment represent a socially serious problem (Amemiya, Oliveros, & Barrientos, 2009) as well as an unfortunately everyday event for both the school system and society in general (Trianes, 2000). Bullying or maltreatment between partners occurs from early stages, that is, preschool children are also subject to aggression from their peers (Ladd & Burgess, 1999, Ortega & Monks, 2005), which gives it a more complex character. Based on the above, the objective of this research was to characterize the maltreatment between partners in preschool children, analyzing the types of abuse and how they occur in four social contexts. We worked with four samples of children from the third year of preschool consisting of: 206 children from Mexico City, 160 children from nearby areas to Mexico City, 63 Children from Morelia, Michoacán and 90 children from 2 municipalities of Michoacán. The instrument "Abuse between Partners" (Ortega & Monks, 2005) was applied to evaluate the role that is

played within the dynamics of maltreatment among peers, using the peer nomination technique. The results showed the prevalence of each type of maltreatment between partners; verbal and physical direct aggression presents the highest percentage in the 4 social contexts analyzed, there being differences in the prevalence level of victim and witness aggressors among the samples. Children from nearby areas of Mexico City and the municipalities of Michoacán have the highest prevalence of mistreatment among peers, making evident the social, economic and cultural conditions that qualify school bullying. It is concluded that the maltreatment between partners is caused by the interaction of several factors, so the results will be discussed in light of causes that generate and / or trigger school violence as confirmed by results of previous studies on aggression in preschoolers (Crick, Casas, & Mosher, 1997; Monks et al., 2003).

BREAK-UP CONSEQUENCES ON MEN AND WOMEN'S MENTAL HEALTH

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Breaking up in couple relationships is considered a common, painful, hurtful, stressing, anxious and highly emotional experience (Banks et al., 1987; Perilloux & Buss, 2008; Sprecher, 1994), and can be seen as one of the most negative events in human life (Caruso, 1969). Boss (2009) suggests that anyone who lives a break-up experiences an ambiguous grief that includes impotence, depression, anxiety and conflicts in social relationships, which impacts people's health. The purpose of this research was to assess the consequences of a break-up in men and women. 534 volunteers were part of this research (258 men, 276 women), all of them in a couple relationship (158 in dating relationships – Group 1; 103 married without children – Group 2; 148 married with children ages <23 – Group 3; and 125 married with children ages >23 – Group 4). The Modified Natural Semantic Network technique (Reyes-Lagunes, 1993) was used in order to obtain the desired data. Results show for group 1 that men refer sadness, depression, freedom, anger and loneliness as consequences

of a break-up. Women mention sadness, pain, anger, loneliness, and depression. For group 2, men indicated sadness, depression, loneliness, freedom, and lack of trust. Women indicate infidelity, loneliness, lack of love, lack of trust, and depression. For group 3, men mention sadness, children, loneliness, freedom, and lack of love. Women refer sadness, depression, loneliness, anger, and pain. For group 4, men enlist sadness, depression, lack of love, and anger. Women indicate depression, loneliness, sadness, freedom, and lack of love. Results show that men report consequences such as sadness, depression, freedom, anger, loneliness, lack of trust, and lack of love. Women report the same, plus pain and infidelity. Men also mention their kids as one of the consequences of the break-up. Results are discussed in terms of sex differences and the effect of culture, due to the fact that most of the negative consequences are emotional, which in turn affects directly people's quality of life and mental health (Barajas, 2014; Davis et al., 2003) (Project PAPIIT IN306417).

THE MAINTENANCE IN COUPLE RELATIONSHIPS SCALE IN MEXICO

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Barrón (1993) and Álvarez-Gayou (1996) suggest that couple union and their maintenance relies in preserving the levels of physical, intellectual, and affective attraction, while allowing each member

to satisfy the needs and motivations of the couple through effective communication and adequate empathy, promoting self-respect and respect towards the other. Díaz-Loving (1999)

reports that maintenance is synonym to commitment and stability, and it represents a conjunct fight against obstacles, and it is considered as something relevant since it allows a couple to continue growing and later become a family. Acevedo et al. (2007) add that two key components for maintenance are love and friendship. Considering the afore mentioned elements, the purpose of this research was to construct and obtain the psychometric properties of a maintenance scale. A total sample of 731 volunteers (364 men, 367 women) with ages between 18 and 83 years ($M = 36.07$, $SD = 12.75$) was used for this research. Items were developed considering previous findings around four areas of maintenance: Meaning, motives, strategies, and consequences. Four exploratory factor analysis (one for each dimension) with orthogonal rotation were conducted for construct validity, and Cronbach's Alpha was used for reliability (internal consistency). The meaning subscale produced 41 items distributed in 6

factors (understanding, dedication, entertainment, caring, company, complications) that account for 50.81% of the variance and an Alpha of .96. The motives subscale yielded 30 items distributed in 4 factors (need, company, trust, commitment) that account for 49.6% of the variance, and an Alpha of .91. The strategies subscale resulted in 46 items distributed in 6 factors (communication-coping, loyalty, empathy, protection, sexuality-tenderness, self-modification) that explain 63.69% of the variance, with an Alpha of .98. The consequences subscale had 56 items distributed in 4 factors (happiness, personal wellbeing, lack of trust, responsibility) with a total variance of 51.39% and an Alpha of .93. This research shows that the Maintenance in Romantic Relationships Scale (and its 4 dimensions) reflects the cycle of any relationship (Díaz-Loving, 1999), and can be considered a valid, reliable, and culturally relevant scale for the Mexican culture (Project PAPIIT IN306417).

PSYCHOEDUCATION OF SELF-CONCEPT TO PREVENT FROM RADICALISM

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Radicalism has become a pattern which used as a tool for the desires of certain groups to return to the elements believed. These groups use the pretext of "Jihad" as an effort to influence their followers, who are willing to take radical actions, such as suicide bombings. The culprit is random, not just adults and teenagers, but also, it has spread to children as happened in Surabaya recently. It is necessary to prevent our self from understandings of radicalism. We should have done prevention earlier. This studying aim to educate teachers been able to grow self-concept

to the children, so that, children can prevent them self from understandings of radicalism independently. The research used pure experiment method where Forty-eight (48) teachers in Makassar were the subject. The results showed that $p = 0.000$ ($p < 0.05$). This means that there is a difference between before and after being given psychoeducation self-concept to the decreasing tendency of radicalism. This psychoeducation can cut down the tendency of radicalism in society and need to be applied to the student at school.

THE INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE APTITUDE AND ITS RELATION TO COGNITIVE ABILITIES

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Many studies in differential psychology and psycholinguistics conclude that certain cognitive abilities, namely fluid and crystallized intelligence, short-term memory capacity and working memory capacity, seem to be the most important predictors of individual differences in language achievements (Kormos, Sáfár, 2008; Robinson, 2001). However, some recent empirical findings demonstrate that facilitative effects of cognitive abilities appear to lessen with increasing L2 proficiency (Serafini, Sanz, 2015). Thus, the interactions between individual differences in foreign language aptitude and cognitive abilities need to be further examined. This study was carried out taking the above mentioned into account. Within the sample of 205 L2 English learners (L1 Russian) verbal reasoning abilities, abstract reasoning skills, working memory capacity and short-term memory capacity were measured by number of certain psychometric tests. The 'Language Aptitude test' adapted from Modern Language Admissions Tests (administered by the University of Oxford, 2014) was used for measurement of foreign language aptitude. This test includes two scales to estimate the ability to translate from the invented

language Z and the ability to explicate its rules. To analyze the relations of cognitive abilities and foreign language aptitude the hierarchical confirmatory factor analysis was applied. The three-factor model showed a suitable fit to empirical data ($\chi^2 = 9,374$; $p = .928$; GFI = .959; AGFI = .914; CFI = 1,000; RMSEA = .000). According to the model the latent factor of foreign language aptitude which was formed by two scales of Language Aptitude test showed strong positive correlations with the factor of fluid intelligence loaded by abstract reasoning skills, working and short-term memory capacity measures ($r = .52$, $p = 0.05$), and the factor of crystallized intelligence loaded by three verbal subtests ($r = .67$, $p = 0.03$). However, the further correlational analysis revealed that only verbal reasoning ability retained positively correlated with foreign language aptitude at the whole range of its distribution. As for working memory capacity and abstract reasoning abilities, the robust effect was found only for low and middle language-skilled participants. We discuss our findings in terms of contemporary approaches to understanding of differential impact of certain cognitive factors on foreign language aptitude.

EATING DISORDER SYMPTOMS AND PERSONALITY: IMPLICATIONS FOR CLINICAL ASSESSMENT FROM A NETWORK PERSPECTIVE

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Research and theory suggest that meaningful variance in the onset, clinical course, symptomatic profile, and maintenance of eating disorders (EDs) can be explained by certain personality traits (e. g. Neuroticism). However, for various other personality traits there is no such

coherent picture. In this article, we investigated associations of global (Big Five) and specific personality traits (e. g. self-esteem) as well as attitudes with typical psychopathological symptoms of Anorexia nervosa (AN) and Bulimia nervosa (BN). Contrary to customary approaches

investigating personality and ED relations, we utilized a network perspective, which focus on the centrality of the variables and their associations. Comparing the networks of AN and BN patients reveals, that personality traits are

important for both groups, but there are differences in the network associations. Results emphasize the clinical assessment of global and specific personality traits in patients diagnosed with AN or BN.

THE USE OF DRAWING TECHNIQUES IN WORK OF LEGAL PSYCHOLOGIST

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Juvenile sex crime is currently the social problem. Thus, psychological and educational work with the juveniles convicted is undoubtedly relevant in order to ensure their re-socialization and integration in society. In order to address this problem, psychologists are actively using projective techniques. These techniques allow us to study self-esteem, current psychological state of convicted juveniles as well as those traits which these techniques are narrowly aimed to study. Can we discover a link between psychological traits and clinical and psychological anamnesis and aspects of a completed delict? We tried to check this hypothesis in the PhD research aimed at studying clinical and psychological traits of juveniles convicted of sexual assault. We used the projective technique in the author's experimental modification in addition to the basic set of techniques ("Picture a man and a woman"). This study was attended by 318 participants: juveniles aged 16-17 years convicted of crimes of various severity (including sexual) and juveniles who didn't commit crimes. The instruction was to draw a man and a woman. Then participants were interviewed about their pictures: who are

these people? How do they communicate with each other? Do they have a story? Interpretation was carried out according to the general rules for processing projective drawing tests. Both individual figures and their interaction were analysed. Interpreting the picture, we paid special attention to possible connection with aspects of the completed delict (sex and age of the victim, the number of offenders, the degree of violence, and also suggested a possible motive of the crime). We compared the results with the available clinical and psychological anamnesis in the personal file. Analysis of clinical cases allows us to assume that there are some connections, showed in the pictures of convicts, with aspects of their completed delicts. Increasing the sample is currently underway followed by the correlation analysis. After this a procedure for standardization and validation of the technique is planned. The results demonstrate one of new options for using the projective technique in practice of clinical and legal psychologists. However, it's worth noting – this modification, like any projective techniques, is indicative and requires combining with other techniques as a main instrument.

THE FEASIBILITY OF PARENT-MEDIATED INTERVENTION FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDER IN INDONESIA: A PRELIMINARY STUDY

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This study aims to explore the feasibility of parent-mediated intervention for young children with autism spectrum disorder in Indonesia. Parent-mediated interventions for children with autism are spreading around the globe, as a response for the high cost of professional interventions. However, the implementation of parent-mediated intervention in the developing countries is very limited. It is argued that inequities in access to this program remains a challenge, due to insufficient autism awareness, differences in child care practices, geographic, social and cultural barriers. The data of this grounded research is being collected by using an open-ended questions online survey for parent of children with autism and in-depth interview with key persons. Seventy five parents (mother/father) of children with autism has been completed the ongoing online survey and this number is still increasing. An in-depth interview with a mother of 2 girls with autism has been conducted and interview with the health care representative is in progress. The data suggested that 96% parents received intervention from therapy center,

schools and hospital, while 4% have not get any intervention. It also reported that 77,3% parents actively involved in the intervention, 21.33% medium involved and 1,33% not involved. Most of highly involved parent in intervention identified that parent responsible for their children development and parent involvement would support children development, while parent with lower involvement in intervention indicate that they do not have time to do the intervention or do not have sufficient skills so leave the responsibility to the therapist/teachers. Further analysis would be provided when all data collection is completed. The results of this study are expected to provide a sufficient empirical data in developing an intensive research on the efficacy of parent-mediated intervention for young children with autism in Indonesia. Furthermore, it would produce recommendations to the government and other relevant parties in developing the regulation and sustainable support system for children with autism spectrum disorder.

POSITIVE CBT IN GROUPS TO INCREASE ADOLESCENTS RESILIENCE AND ASSERTIVENESS IN SURABAYA

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Teenagers in Surabaya need to have the resilience and strength of themselves to be able to prevent, avoid, and protect themselves from conditions at risk of mental health and behavioral disorders. If not, then it will influence into negative situations and behaviors. Because it requires the ability to develop resilience and assertiveness. This study aims to determine the effectiveness of positive cognitive behaviors therapy in groups to increase youth resilience and assertiveness in Surabaya. This research is using experimental method. The subjects of the study were male and female adolescents in Surabaya, aged between 13-15 years, taking junior high school education (junior high school), having low resilience and assertiveness. The number of research subjects was 20 people who were divided into two groups, namely the experimental and control groups. CBT therapy is given in 5 sessions, each session is held for 3 hours in the counseling room. Therapy is carried out by a professional assisted by a facilitator.

Data is collected using a scale of resilience and assertiveness. Data were analyzed using Wilcoxon Mann Withney test and supported by qualitative data from three subjects in the experimental group and two from the control group. The results showed a significant difference in the resilience and assertiveness scores of Surabaya adolescents between the experimental and control groups between the gain scores in the pre-test and post-test on the experimental group and the control at 0,000. The size effect of the variable resilience is 0.854 with power of 0.95 and the Assertiveness variable is 0.480 with power of 0.531. This means that the treatment of Positive Cognitive Behavior Therapy in group has a significant role with a considerable effect to increase adolescent resilience and assertiveness. This means that positive cognitive behavioral therapy in group is effective to increase resilience and assertiveness of Surabaya adolescents in the experimental group.

ABOUT PARENTS' DISREGARD OF TREATMENT OF CHILDREN WITH CHRONICAL DISEASES

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Family life style and quality of childcare are the medical and social factors that in many cases lead to deterioration of children wellbeing. Investigation of factors of parents' disregard of treatment of children with HIA for determination of necessary types of family assistance promoting treatment compliance. 93 cases of parents' disregard of treatment of children have been investigated in the "National Medical Research Center for Children's Health" Federal state autonomous institution of the Russian Federation Ministry of Health. The structure of chronic health problems in children: 71 patient (76.4%) – somatic diseases (including 47.3% – respiratory diseases), diseases of nervous system – 22 patients (23.6%). The analysis of medical documentation and regulatory documents concerning defense of children rights from abuse by parents, standard methods of psychological testing have been performed. Data mathematical analysis has been performed using descriptive statistics methods, criterion χ^2 (for

$p \leq 0.05$). Two variants of parents' disregard of treatment of children have been revealed: I variant – isolated disregard of treatment of the child (33.4%/31); II variant – disregard of treatment in association with child abuse (66.6%/62). It was found that parents' disregard of treatment of the child was caused by the combination of factors: insufficient level of culture and medical knowledge, as well as personal and social immaturity, depletion of emotional resources of parents. The situation is worsened by social and financial difficulties of the family, resulted from severity and continuance of child disease. Parents' disregard of the child is often associated with abuse, what is critical to be considered when providing comprehensive assistance to the family. A long-term comprehensive support of parents and child is required from the moment of diagnosis to eliminate and prevent disregard of treatment, child abuse in the family.

WIDESPREAD COGNITIVE DEFICITS IN ALCOHOLISM PERSIST FOLLOWING PROLONGED ABSTINENCE: AN UPDATED META-ANALYSIS OF STUDIES THAT USED STANDARDISED NEUROPSYCHOLOGICAL ASSESSMENT TOOLS

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This study presents an updated meta-analysis replicating the study of Stavro, Pelletier and Potvin (2013) regarding the cognitive functioning of alcoholics as a function of time abstinent. The authors noted that individuals with one month of abstinence had similar levels of neuropsychological deficit as did individuals with 12 months of abstinence and that recovery in performance on multiple cognitive tasks occurred with protracted abstinence, and they specifically noted that “generally, dysfunction abates by 1 year post sobriety” (Stavro et al, 2013, p. 203). The current analysis refined the previous meta-analysis however by only including those studies that incorporated the use of standardized neuropsychological tests for which norms are widely available. A total of 34 studies (including a total of 2786 participants) that met pre-determined inclusion and exclusion criteria were included in the analyses. The alcoholics were categorised into recently detoxified alcoholics (0-31 days sober), alcoholics 32-365 days sober and alcoholics >365 days sober consistent with the previous study. The current study employed more stringent control on the

tests included in the analysis to include only those tasks described in contemporary neuropsychological test compendia. Forty seven percents of the papers surveyed were not include in the previous meta-analysis. The results indicated that there was a diffuse and pervasive pattern of cognitive deficit among recently detoxified alcoholics, and that these deficits, particularly with regard to memory functioning, persisted even in longer-term abstinent alcoholics. This was inconsistent with the prior meta-analysis which contended that significant cognitive recovery was possible after as little as one year. The persisting cognitive deficits were noted across a wide range of cognitive functions, supporting the notion of a diffuse rather than a specific compromise of cognition in alcoholism following discontinuation as measured using standardised neuropsychological tests. Limitations on the finding included the fact that it was a cross sectional rather than a longitudinal analysis, was subject to heterogeneity of method, had low representation of females in the samples, and had fewer studies of long-term sober samples.

THE ASSOCIATIONS BETWEEN EATING ATTITUDES, SOCIOCULTURAL ATTITUDES TOWARDS APPEARANCE, AND SELF-ESTEEM AMONG TURKISH WOMEN

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Women are known to be under pressure of ideal beauty standards which are mostly shaped by written-visual media, social media, family and friends. Recent studies demonstrated that women who try to adapt themselves to these societal demands which sometimes result in serious problems in eating attitudes and behaviours. In this regard, this study aimed to investigate the relationships between eating attitudes, sociocultural attitudes towards appearance, and self-esteem among Turkish women. For this purpose, 124 women aged between 19-46 years with body mass index (BMI) ranged between 17.58 – 39.01 were recruited. Participants were asked to complete questionnaires on sociocultural attitudes towards appearance, eating attitudes, and demographic information form. Findings showed that 50,8 % of the participants had Facebook account, 86,3% of them had Instagram account, and 23,4% of them had snapchat account. 52,4% of the participants followed body appearance related accounts. A multiple regression was run to predict eating attitudes

based on internalization: general attractiveness, internalization: muscular and BMI. These variables statistically significantly predicted eating attitudes ($F(3,119)=18.44$, $p < .000$, $R^2 = .32$). All three variables added statistically significantly to the prediction, $p < .05$. Overweight and obese participants were found to be significantly more influenced by the social pressure from family, peers and significant others compared to those with low and normal BMI. Moreover, low body fat and internalizing attractiveness were positively related to eating attitudes. Participants with a psychiatric illness had significantly lower self-esteem, and higher scores on problematic eating attitudes, sociocultural attitudes and internalization of attractiveness than participants without a psychiatric illness. In this respect, it is plausible to conclude that sociocultural attitudes and pressure have influence on problematic eating attitudes which increase with the rise of BMI. It is also possible to suggest that pressure from collectivistic societies like Turkey might be risk factor for internalized ideal beauty standards.

HOW PERCEIVED ANONYMITY AND SENSE OF SOCIAL RESPONSIBILITY INFLUENCE THIRD-PARTY PUNISHMENT IN NETWORK INJUSTICE EVENTS

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In order to explore the impact of perceived anonymity and sense of social responsibility on the third-party punishments when individuals encounter unfair events in the network environment, we conducted this research on students of Zhengzhou University. Study 1 recruited 60 participants (29 males and 31 females) to investigate the impact of anonymity on third-party punishment by the dictator game paradigm. The results suggested that the main effect of injustice on third-party punishment was significant ($F=473.62$, $p<0.001$) and the interaction effect of anonymity and injustice on third-party punishment was significant ($F=2.51$, $p<0.05$). When higher degree of unfairness, the third party punishment under high anonymity conditions was significantly higher than the low one ($F=4.53$, $p<0.05$). In the second study, the Questionnaire of Willingness of Forwarding and Commenting on Network Injustice Events was compiled to survey

the network third-party punishment. 704 college students finished it and Perception Anonymity Questionnaire, Social Responsibility Questionnaire. The results showed that perceived anonymity positively predicted the willingness of forwarding and commenting on network unfair events ($\beta=0.08$, $t=2.08$, $p<0.05$). Social responsibility moderated the effect perceived anonymity on the willingness of forwarding and commenting ($\beta=-0.10$, $t=-2.54$, $p<0.05$). The willingness of forwarding and commenting increased with the perceived anonymity among low sense of social responsibility group (simple slope= 0.18 , $t=3.28$, $p<0.01$), but didn't among the group with high sense of social responsibility (simple slope= -0.02 , $t=-0.40$, $p>0.05$). This research draws the conclusion that people with less sense of social responsibility prefer doing third-party punishment under anonymous environment when meeting network injustice events.

LAYPEOPLE'S DECISION-MAKING IN REPORTING CHILD MALTREATMENT: CHILD AND FAMILY CHARACTERISTICS AS A SOURCE OF BIAS

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The process of reporting child maltreatment is vulnerable to judgment bias, which may affect the various stages of the child protection system continuum. In this study we examine the role of child (gender, racial/ethnic and age) and family characteristics (family structure and socio-economic status) in laypeople's severity assessment and probability of referral of child maltreatment (abuse or neglect). 353 participants (262 females) between 18 and 72 years old ($M = 28.95$; $SD = 11.71$), responded to a questionnaire presenting situations of abuse or neglect (based

on Portuguese legal standards) that varied in the characteristics of the child and the family and assessed either the severity of abuse or severity of neglect, and the probability of referral of each situation. Several repeated measures ANOVA were conducted. Results indicate pervasive bias. Despite acknowledging the severity of both abuse and neglect situations, the likelihood of reporting maltreatment was higher a) for female, younger, Caucasian and Black children compared to male, older children and children of Gipsy ethnicity; and b) for families with economic difficulties, divorced,

single parent, and stepfamilies compared to nuclear families. These results emphasize the importance of studying the referral process of child maltreatment at a community level. We

suggest that public awareness may facilitate the referral of maltreatment practices, minimizing the over-reporting and underreporting of cases, and encouraging early and preventive intervention.

INTERCULTURAL FRIENDSHIPS, SOCIAL IDENTITIES AND PSYCHOLOGICAL WELL-BEING AMONG THE RUSSIAN MINORITY IN NORTH AND SOUTH CAUCASUS

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In recent years, researchers (Hamm et al., 2005; Newgent et al., 2007) have noted an increase in the prevalence of intercultural friendships. Intercultural friendships have potential advantages because they provide new resources and perspectives for maintaining self-esteem and self-respect for young people (Brody et al., 2008). Previous studies showed that cultural diversity, the ethnic status of the groups, its size, the language of communication, the nature of intercultural relations influence on intercultural contacts and its relationship with psychological well-being. On this basis, the study of intercultural friendships in different sociocultural contexts is relevant. This study focused on the relationship between intercultural friendly contacts, ethnic, religious identities, identification with the large society and psychological well-being of Russian ethnic minority members living in North and South Caucasus: RNO-A and KBR – two republics of North Caucasus of RF; Georgia – is a country of South Caucasus. The sample included 948 respondents (RNO-A – 327, KBR – 309; Georgia – 312). We used a questionnaire developed in the framework of MIRIPS project (Lebedeva, Tatarko, 2009). We carried out data

processing using structural equation modeling in AMOS. Results showed that intercultural friendly contacts predicted the psychological well-being of the Russians in the inclusive contexts (RNO-A, KBR). Intercultural friendly contacts were positively related to the identification with the large society in all contexts. Ethnic identity predicted self-esteem of the Russians in RNO-A, KBR (inclusive contexts), and, in contrast, was negatively associated with life satisfaction in least inclusive context (Georgia). The identification with the large society promoted life satisfaction only in most inclusive context (RNO-A). Religious identity predicted psychological well-being in less inclusive (KBR) and least inclusive contexts (Georgia). We found the mediation role of ethnic identity and identification with the large society in the relationship of intercultural friendly contacts with psychological well-being only in very inclusive context (RNO-A). In general, the study showed that intercultural friendly contacts predicted the psychological well-being of members of ethnic minority, both directly and indirectly through ethnic identity and identification with the large society only in inclusive contexts.

A CONFIRMATORY FACTOR ANALYTIC STUDY OF AN AUTHENTIC LEADERSHIP MEASURE ON A NIGERIAN SAMPLE

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The expression of an authentic self is a fundamental requirement in leadership (Goffee & Jones, 2005). It is a challenge that every authentic leader is faced with. There is an anticipated authenticity that every follower demands of a leader – to be real, trustworthy, sincere, dependable, genuine, just and honest. Luthans and Avolio (2003) referred to authenticity as the congruence between what one says, is and does whilst Avolio, Gardner, Walumbwa, Luthans, and May (2004, p. 802) citing McCain and Salter (2004) referred to the importance of being authentic as learning to love honesty and justice, “not just for their effect on personal circumstances”, but for their impact on humanity and on the world at large. When authentic characteristics are demonstrated by the leader, followers are motivated to adhere, obey the leader’s rules and initiate more commitment towards the organization. Although the authentic leadership construct is not a new theory, there are still few divergent opinions about what

authentic leadership really portrays and how it stands out from other effective leadership styles like transformational leadership. It has even been argued that conceptually, authentic leadership intersects with some other forms of positive leadership behaviours (Avolio & Gardner, 2005). However, despite the dissenting opinions that persist, most scholars have noted and accepted authentic leadership and its four dimensions as a distinct, separate leadership construct (Gardner, Cogliser, Davis, & Dickens, 2011; Klenke, 2007; Yammarino, Dionne, Schriesheim, & Dansereau, 2008) with some researchers engaged in refining its theoretical models (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Ilies, Morgeson, & Nahrgang, 2005), some in redeveloping its measures of assessment (Luthans et al., 2007; Neider & Schriesheim, 2011; Walumbwa et al., 2008) and others preoccupied with testing for antecedents, consequences, mediators, and moderators (Alok, 2014; Gardner et al., 2011).

AN INTEGRATED MODEL OF THE ROLE OF AUTHENTIC LEADERSHIP, PSYCHOLOGICAL CAPITAL, PSYCHOLOGICAL CLIMATE AND INTENTION TO QUIT ON EMPLOYEE WORK ENGAGEMENT

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A plethora of previous studies have proven that efficiency, productivity, high performance and stability on the job can be better achieved when the employees are dedicated, committed to their work roles and experience work engagement. The experience of work engagement on the part

of the employees is not a random event; it depends on a myriad of factors that include authentic leadership. Leaders have a cumulative change effect on their followers; hence, leaders in an organization can be termed as core drivers of employee engagement. Hence, it becomes

imperative to seek to understand what authentic leadership as a construct has to offer to the workplace. Authentic leaders know what they stand for, what their value systems are and they candidly and effectively communicate these moral values to their followers. The authentic leaders through their relational transparency and self-awareness amongst their attributes are likely to engage in behaviours that promote employees' psychological capital (hope, efficacy, optimism and resilience) through an enhanced focus on employee coaching and mentoring. These

leaders are likely to also cultivate a conducive psychological climate for the development of work engagement. The use of authentic leadership to influence employees' work engagement via the psychological capital and psychological climate is likely to ultimately help organizations reduce employment costs through reduced turnover intention feelings. The aim of the study was to test an integrated model of relationships that exist between authentic leadership, psychological capital, psychological climate, intention to quit and work engagement.

THE AMERICAN PSYCHOLOGICAL ASSOCIATION'S CLINICAL PRACTICE GUIDELINE INITIATIVE

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Clinical practice guidelines, which provide evidence-based recommendations for interventions for specific health conditions, are increasingly used in health care systems throughout the world. The American Psychological Association (APA) has designed a set of policies and procedures for guideline development and, since 2017, has released guidelines in three areas (depression, obesity, and post-traumatic stress disorder), covering both psychosocial and medical interventions. It is currently working on a guideline on treatment of chronic pain. APA's approach draws from best practices for assessment of clinical evidence and formulation of guideline recommendations as described by organizations such as the U.S. National Academies of Sciences, Engineering, and Medicine (Institute of Medicine), the GRADE Working Group, and the Guidelines International Network. In accord with these best practices, APA's guidelines are based on systematic

reviews of evidence, clinicians' experiences, considerations of patients' values and preferences, and public input. Panels that develop guidelines are composed of scientists and clinicians from multiple disciplines as well as patient representatives. The panels operate under a policy for identifying and managing panel members' conflicts of interest. This presentation will review the structure and mechanisms of APA's guideline development effort, assess the progress made thus far, and discuss the scientific, logistical, and policy challenges that have been faced. It will also address how APA's guidelines are disseminated and implemented in various sectors of the health care system, including: health care providers (such as psychologists, physicians, nurses, and social workers), patients and families, national and local government health agencies, and insurance companies.

INDIVIDUAL FEATURES OF INTERNET ADDICTS

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Arbitrary regulation of the psyche occupies one of the central positions in modern psychology. Previously, we obtained data on the accumulation of signs of right-hemispheric dominance in chemical addicts. Currently, Internet addiction is considered as one of the forms of mental illness; however, no research has been conducted regarding asymmetry regarding Internet addicts. We carried out the work, which was based on the concept of partial domination of A.R.Luria and on the principles of neuropsychology of individual differences of E.D. Chomsky. To study the characteristics of the manifestations of Internet addiction in connection with the lateral and individual psychological characteristics, the following study was conducted. Students aged 17–18 years of a sports university were taken as subjects, the total sample size was 100 people. In the sample of subjects, a wide range of psychodiagnostic and psychophysiological methods was used, which will be presented in the report. As a result of the use of factor analysis, 9 factors were identified (factorization completeness was 90%). The report analyzes the factor "Normativity of

behavior". Subjects with a predominance of left laterality (right-hemisphere) show higher rates of Internet addiction, their time perception is more connected with their orientation to the present and the past. The data indicate weak regulatory processes in the group of Internet addicts and the accumulation of signs of right-hemispheric dominance in their sample. Thus, previously obtained data on the accumulation of signs of right-hemispheric dominance in chemical addicts (in young people with manifestations of chronic alcoholism or drug addiction) can be extended to Internet addicts, which indicates the weakness of the functions of arbitrary regulation and speaks about the features of time perception. The results can be used in the differential diagnosis of manifestations of Internet addiction in young people, as well as in conducting psychocorrective measures. The study was carried out with the financial support of the Russian Foundation for Basic Research, project No. 18-013-00856A: "Individual characteristics of a person's mental health and his psychophysiological prerequisites (on the example of studying the features of Internet addiction)".

SCHOOL BACKGROUND AND ADJUSTMENT TO UNIVERSITY

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Twenty-five years after the fall of apartheid, the quality of South Africa's schools is highly variable, and divided along race/socio-economic lines. While many more Black learners now enter universities, there is still a disproportionate number that fail or drop out. In this study, we investigated whether the type of school students attended affects their adjustment to university. Schools in South Africa are categorized into 5

quintiles. Schools in the first 3 quintiles (LQ) largely cater for lower socio-economic classes, have low fees and are often under-resourced. The top 2 quintiles (HQ) cater for the middle to upper socio-economic classes. These schools charge high fees, and are generally better resourced. Thus the type of school was divided along these criteria into 2 categories. Adjustment was assessed in two ways. The Student Adaptation to

College Questionnaire (SACQ) developed by Baker and Siryk (1999) measured four dimensions—academic, social, and emotional adjustment as well as attachment to the institution. The second way used Berry's model of acculturation which argues that there are four categories of responses to a new culture—assimilation, integration, separation and marginalization (Berry,1997). First-year students at the University of the Witwatersrand were invited to complete an online survey which contained the relevant adjustment items as well as a number of other questions. Only the responses of the 158 Black participants are considered in this paper. Surprisingly, using t-tests, it was found there was no difference between students from LQ and HQ schools on

the SACQ dimensions, suggesting that school background did not influence adaptation to university ($p>.05$). However, using the Berry model, a very different picture emerged. A high percentage (46.9%) of the respondents who attended HQ schools fell into the 'Integration' category, indicating they were comfortable in both the university and their home environment. In contrast, a large number (48.9%) of those in LQ schools fell into the 'Marginalized' category ($\chi^2(3)=18.2, p<.000$). This suggests that these students did not feel comfortable in either the university environment or their home environment. Exploration of performance at university showed, overwhelmingly, that proficiency in English was the key determinant.

SI TOU TIMOU TUMOUM TOU (ORIGIN PHILOSOPHY LOCAL WISDOM PROSOCIAL BEHAVIOUR IN MINAHASA'S CULTURE)

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Socializing people need other people, so that there is an interaction of mutual respect, mutual love and mutual help among each other. This prosocial behavior that will form a mutually sustainable civilization. Helping behavior is an action taken to provide benefits / well-being for other people (who are helped) either physically or psychologically without any benefit for individuals who take action (helper). Minahasa's culture is a culture that dominates (the biggest tribe) in North Sulawesi province. Minahasa society still hold firm the culture tradition. And has one view or philosophy (local wisdom) that

underlies prosocial behavior in social life. The philosophy is Si Tou Timou Tumou Tou. Si Tou Timou Tumou Tou was conceived by National hero from north Sulawesi, Dr. Gerungan Saul Samuel Jacob Ratulangi "Sam Ratulangi". It's means humans live to revive other humans. Humanizing human beings. Man lives to educate others. Some forms of helping behaviour in Minahasa's culture are Mapalus, maramba, brantang, baku-baku bantu, etc. Writing is done through library study methods and learning experiences from writers through community life.

EXPERIMENTAL CHANGE OF ATTITUDE TOWARDS TRANSPLANTATION (POLISH SAMPLE)

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In some diseases, the only remedy is to transplantation of the organ. In Poland, specialists observe many different problems with organ donation and transplantation in practice related to medicine, psychology and the socio-cultural area, including education and legislation. The research problem concerned the attitudes of young adult Poles towards transplants and the possibility of changing them. The attitude is a relatively permanent tendency towards positive or negative evaluation of the subject of attitude (Wojciszke, 2011). The evaluation of the subject of attitude can be manifested by the type of emotion aroused by this subject (see Aronson, Akert, Wilson, 2012; Kendrick, 2006) or by endowing it with a certain value in the life of an individual. Main questions: 1. What are the attitudes of young adult Poles towards transplants? 2. Is it possible to change the attitude of young adult to transplants? 3. What persuasive influences directed at changing attitudes of towards transplantation are the most effective in young adults The possibility of changes in the attitudes towards transplantation

in young adults was experimentally tested. In the test the peripheral strategy was applied and the features of the deliverer of persuading communication were manipulated. The person delivering the same communication to the three study subgroups had different features; reliability/ competence, physical attractiveness or personal engagement. The sign and strength of the attitude towards transplantation was measured by a scale SPWT prepared by author. This tool includes 8 items, (one of the items: "Transplantation of organs is not consistent with the system of my believes"). The participants were 90 young adults, aged 20-30. On the basis of the results marked on the SPWT scale it was found that the majority of respondents had positive attitude towards transplantation (89%). In all groups the sign and strength of attitudes changed as a result of exposure to the persuading communication. The most effective was the delivery by the personally engaged deliverer The results confirmed the hypothesis of the key importance of emotions aroused by the communication referring to the loss and gain.

PSYCHOLOGICAL SECURITY OF CHILDREN IN THE INTERNET ENVIRONMENT

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Psychological security online implies protection of the individual in conditions of cyber interaction. The state of psychological security can wipe out the internet risks mitigating negative consequences. The identification of people with high psychological security can help indicate socio-psychological factors contributing to special “secure” thinking and behavior of children on the Web. The purpose of the study was to explore specifics of children psychological security online. The following methods were used: Semantic differential (D. Peabody) modified by A.G. Shmelyov; The Children’s Personality Questionnaire (R. Cattell), adapted by E.M. Aleksandrova, I.N. Gilyasheva; The High School Personality Questionnaire (R. Cattell). The first group of the respondents consisted of 87 teenagers aged 11-12, the second group involved 84 adolescents at the age of 14-15. The results showed that the level of online psychological security and the revealed system of interrelations between psychological security and personal characteristics of 11-12- and 14-15-year-olds differ a lot. Older schoolers (14-15-aged) feel more secure on the net, which can be explained by greater user experience. In addition, younger children’ assessments of similarity of states “I’m secure” and “I’m online” have less congruence of

values. It was found that psychological security of children on the Internet is based on a child’ integral security irrespective of his age. The assessment of one’s actual state as a secure one is the most significant predictor of psychological security. That is, assessing his environment, ambient conditions as secure the child is inclined to extrapolate this estimate of security to the content of the internet with which he interacts. The study resulted in indicating predictors defining psychological security of children online. For 11-12-year-olds characteristics of their emotional sphere are important predictors. In the group of 14-15-year-olds regulatory-communicative features – self-control, self-organization, social brevity and dominance – greatly contribute to the formation of online psychological security. The analysis of psychological security of children on the internet depending on their involvement in this environment can be targeted for further research since in the course of the study the tendency of teenagers’ assessing their online surfing as more secure than their actual state “I’m now” was revealed. Acknowledgements The article was supported with a grant from the Russian Science Foundation (project № 16-18-00032).

PSYCHOLOGICAL SECURITY OF INTER-ETHNIC INTERACTION

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The state of psychological security can reduce barriers providing people with the opportunity to interact with the world. In this light, security as a socio-psychological category is a key pillar for strengthening inter-ethnic harmony. When people feel psychologically secure they do not experience a threat to identity and their sense of dignity. Domestic and foreign research shows that people being psychologically secure are more likely to use constructive strategies. The sampling of the study consisted of 514 subjects. The methods used in the study included: Semantic differential (D. Peabody) modified by A.G. Shmelyov; "Assessment of Need for Security Satisfaction" questionnaire by O.Yu. Zotova; G.U.Soldatova and S.V.Ryzhova "Ethnic Identity Types" questionnaire; "Index of Tolerance" express-questionnaire by G.U.Soldatova, O.A.Kravtsova, O.E.Khukhlyaeva, L.A.Sgaigerova. This study revealed the characteristics of inter-ethnic relations perceived by the respondents as psychologically secure. They are: trust, opportunity to be active and an individual's strive for free self-expression without discriminating people according to their ethnicity. The absence of dependence of the group' trust level on ethnic belonging of this group members in the course of interpersonal interaction was indicated.

Significant differences in dominating types of identity in the respondents with various level of need for security satisfaction were stated. Statistically significant linear dependence between variables "Need for security satisfaction" and "General tolerance level" was found. It was revealed that the respondents from the region with greater ethnic diversity tend to give lower estimates to their psychological security than the respondents from regions with average ethnic heterogeneity. In the society where people often face numerous types of threats insecurity acts as a limitation of inter-ethnic contacts. In this situation many forms of interaction between representatives of different ethnic groups cannot develop even if potential complementarity of interests has been achieved. The forms of interaction can have been blocked due to lack of trust or lack of the opportunity to exercise constructive interaction. If a person in his security depends on his community support self-identification should be clearly expressed and confirmed by this community members; any departure from this can be construed as identity and security weakening. Acknowledgements The article was supported with a grant from the Russian Science Foundation (project №18-18-00112).

AGE AND SOCIOCULTURAL MODELS OF EMOTIONAL DEVELOPMENT OF CHILDREN AND TEENAGERS

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Integrating various scientific-theoretical approaches to ontogenesis of emotions helps us to understand emotional development as complex natural process of its complication and enrichment in the context of the general socialization of children and teenagers. We assumed that emotional development at children's and teenage age is carried out in three interconnected clusters and has three components – cognitive, affective and expressional with different structural dispositions that allowed us to design a priori model of emotional development representative for these age categories. Methods: diagnostic complex of the emotional development of children and teenagers (E.I. Izotova); social experiences and affective decentration (T.D. Martsinkovskaya, T.P. Gavrilova, V.V. Boyko), emotional intelligence (D.V. Lyusin); photo and video fixation of expressive signs and estimation of its intensity and localization. Statistical methods of the analysis of data: correlation analysis, factorial analysis (IBM SPSS Statistics v.22.0; R version 3.4.1; modeling by the structural equations of SEM (IBM AMOS Graphics v.19). Participants of a

research 326 people participated in a research (N = 326): the children of preschool age from Moscow (n1 = 111); the children of preschool and younger school age from ethnic regions RF – Tatarstan and Buryatia (n2 = 106); the children and teenagers from south regions RF and from Venezuela (n3 = 109). The informed consent on participation in the research was received from parents of minors. Facts and conclusions As a result of coordination of statistical parameters for estimation of the model, the values of the statistical indicators are: χ^2 (chi-square) = 3.99; df (number of degrees of freedom) = 13; p.value (significance value of distinctions) = 0.991. The comparative index of consent of CFI(Comparative Fit Index) matters 1. The rated index of consent of NFI (Normed Fit Index) – value 0.981. Both indexes at norm (not less < 0.95) show good coordination of the model. On the basis of this fact a priori model of emotional development of children and teenagers with a secondary factor (the sociocultural standard of experiences and expressions of emotions) can be transformed to the status of well-founded a posteriori model.

PARENTAL FACTORS OF MORAL DEVELOPMENT OF CHILDREN AND TEENAGERS

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Interrelations between representations of parents of justice, empathy and features of moral development of children and teenagers are investigated. Justice Sensitivity by M. Schmitt; Scale of conscientiousness by Melnikov, Test of Empathy by T. Avdulova; moral dilemmas by G. Piaget; V. Boyko's Technique of level of empathy, Analysis of Family Relationship by Eydemiller, Yustitskis. Statistical methods of the analysis of data: correlation analysis (IBM SPSS Statistics v.22.0). In total by a research it has been captured 178 respondents (on Russian sample). In total 46 teenagers at the age of 16-17 years; 43 children (age 8-9) and 89 adults (fathers and mothers) participated. Facts and conclusions The statistical analysis of data has confirmed high positive communication between sensitivity to justice of parents and sensitivity to justice of the teenager. Similar correlation was received on empathy indicators for schoolers. Significant positive correlation between Sensitivity of the Victim at fathers and teenagers was found at the level of $p \leq 0,01$. Similarly, high correlations are found for sensitivity of the Beneficiary, Violator and Witness. So the first research hypothesis

that teenagers in the representations of justice reproduce ideas of parents of justice has been reliably confirmed. On high sensitivity of the teenager to justice from a position of the Victim such components of style of parental education influence: infantilization of the child from a mother's side, a hyper care from the father (opposite relation), the minimum parental requirements. Direct significant link between a projection of children's qualities by mothers and sensitivity of the victim at teenagers. When mothers stimulate such children's feelings as spontaneity, naivety, the teenagers demonstrate the position of Victim. When fathers spend less attention, time and forces for the teenager, the level of a position of the Victim in relation to justice is higher. In general, according to our research, fathers play more important role in formation of positive moral identity of teenagers whereas maternal guardianship detains development of this vector. The second hypothesis of influence of style of education of parents on sensitivity to justice of teenagers was confirmed.

ETHNIC IDENTITY OF SAAMI TEENAGERS – REPRESENTATIVES OF THE INDIGENOUS PEOPLES OF THE FAR NORTH OF RUSSIA

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The present article is devoted to the problem of studying ethnic identity of Saami adolescents, representatives of the indigenous peoples of the Far North of Russia. The aim of the study is to analyze the ethnic identity of Saami boys and Saami girls during adolescence. The article presents the results of the empirical study conducted using the method of G.U. Soldatova, S.V. Ryzhova "Types of Ethnic Identity". Thirty-nine Saami adolescents who are 12-13 years old (18 boys and 21 girls), as well as 40 Saami adolescents who are 14-15 years of age (23 boys and 17 girls) participated in the present study. The respondents of the study live in the village of Lovozero, Murmansk region. In order to identify the characteristics of the development of the ethnic identity of Saami adolescents, adolescents of the Russian nationality were also included into the study: 59 participants aged 12-13 (31 boys and 28 girls), and 62 participants aged 14-15 (32 boys and 30 girls). The data collection was carried out during the period April-May 2018. Analysis of the data collected allowed us to establish the dynamics of development of ethnonigilism, ethnic indifference, positive ethnic

identity, ethno-egoism, ethno-isolationism and ethno-fanaticism among boys and girls of Sami nationality during adolescence (from 12 to 15 years of age). The features of the ethnic identity of Saami adolescents in comparison to the ethnic identity of their peers of the Russian nationality were revealed. The acquired results can be applied to preservation and development of the identity of adolescents – representatives of the indigenous peoples of the Arctic territories of the European North of Russia. This will allow future development of individual routes for training and education of adolescents – representatives of indigenous peoples of the Far North, as well as improvement of the system of psychological assistance and support for such adolescents. This will provide prospects for preserving the culture, traditions and ethnic identity of indigenous peoples, which, ultimately, will contribute to the development of the northern territories and the realization of national interests, and the achievement of the strategic goals of the state policy in the Arctic zone of the Russian Federation.

INVESTIGATING HOMICIDE OFFENDER TYPOLOGIES BASED ON THEIR CLINICAL HISTORIES AND OFFENCE PATTERNS

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Previous research has shown specific homicide offence characteristics differ in relation to the offender's psychiatric diagnosis. Data on offenders convicted of homicide in England and Wales between 1997 and 2014 who were in contact with mental health services in the year preceding the offence (n= 759) was derived from the National Confidential Inquiry into Suicide and Safety in Mental Health (NCISH). The NCISH obtained data from three main sources: psychiatric reports prepared for trial; the Homicide Index; and mental health services. Variables describing: (1) the offender's mental state at the time of offence; (2) characteristics useful for police investigations; and (3) patterns

of offence characteristics were included. Multiple Correspondence Analysis was used to investigate the interrelationships between all variables and Hierarchical Agglomerative Clustering to identify subgroups of individuals. Analyses revealed three homicide typologies: Comorbid, Psychosis and Depression. Findings suggest differences in offender's clinical history are related to differences in offence patterns. Identifying which aspects of the offender's history and demographics that may differ depending on the type of homicidal act may help to inform investigators of the most likely unknown offender based on offence characteristics.

ART OF CARE: SOCIAL BARRIERS FOR A SAFE WORKPLACE

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Since 90% of all accidents at the workplace are related to human factors, the application of Social and Organizational Psychology may offer strategies to decrease this score and consequently the total number of accidents. The objective of this work is to present an assessment tool created to i) measure social and psychological aspects in a workplace that contribute to a safe environment, ii) enable the applicant to identify gaps and fragilities in the maturity of work groups and iii) determine to which extent leadership impacts safety. This study intends to measure the degree of mutual care and devotion considering new ways to promote a safe environment to individuals at risk. A group maturity on safety related to social barriers can be analyzed by reviewing aspects such as interpersonal ability (cooperation and empathy), emotional intelligence (positive

attitude and self-control), responsibility (integrity and honesty), problem-solving ability (decision making and independence attitude), cordiality (kindness and respect), team player skills, participation (initiative), resist group pressure ability, eliminate horseplay, clear understanding of functions, duties and responsibilities. For this purpose a comprehensive survey has been conducted. The related questionnaire was divided into 32 affirmative phrases where each participant was asked to assign values from 1 to 5 related to their work group, their leadership and themselves. The chosen group of participants consisted of 18 male and female employees of an assembly department in an international oil and gas service company in the State of Rio de Janeiro, Brazil. Their age ranged from 18 years to 45 years. 3 participants attended pre-test sessions to ensure a common understanding of

all questions and themes. The remaining 15 interviewees answered to the questionnaire directly while the survey was reviewed to be in line with Cronbach's alpha calculation.

Cronbach's alpha (α) is the most widely used tool to validate a survey. In this study α was higher than 0.9 which indicates that the results of the survey are reliable.

PROFESSION AS ONE OF ASPECTS AFFECTING THE QUALITY OF LIFE

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Quality of life is a satisfaction of individual's values, targets and needs, actualizing a person's skills or lifestyle. In Latvia every year a working resident spends at work at least 1910 hours (Grīnberga, 2018), therefore the quality of life at work is a significant part of the overall quality of life. Teachers in Latvia work more than their colleagues in other European Union countries and OECD countries (Education at a Glance 2018: OECD indicators). In order to improve the quality of life for teachers it is essential to identify the teachers' professional needs. In accordance with the actualised problem there was determined a purpose of a study: to identify teachers' actual professional needs and to develop. In the study participated 78 interested persons. In order to identify the educators' professional needs there was developed and approved a survey. As a

result of a study there was detected that mostly there are mentioned the following needs: for courses and seminars of professional perfection, for creativity and related activities, for full provision of latest educational aids, including ICT, to use for work in lessons, for appropriate salary and social warranties, for comprehension, support and assessment from school management, as well as friendly, supportive team, for convenient, safe and psychologically comfortable work environment. It is concluded that main background for the satisfaction of teachers' professional needs and improvement of quality of life at work is an exhaustive healthy mutual cooperation in levels of employees, management, education industry administration and international level.

PSYCHOLOGICAL CHARACTERISTICS OF WOMEN WITH DIFFERENT STAGES OF BREAST CANCER

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The present research allowed acquiring new knowledge about psychological factors of survival of patients with malignant neoplasms as well as psychological factors of cancer course. An empirical study was conducted on a sample of women with breast cancer (N=200), under the supervision of an oncologist from diagnosing to 6 months. Based on comparative analysis of

psychological factors of patients with malignant neoplasms being in remission during 6 months or more and patients with IV stage malignant neoplasms, the complex of psychological factors contributing to the current and long-term effectiveness of treatment was determined, which in turn, shows their effect on the duration of relapse-free and overall survival. The features

of the system of patients with malignant neoplasms mental organization were studied such as implicit cognitive beliefs, optimism or pessimism as the disposition of the individual, coping strategies to overcome the situation of

the disease, viability, personal helplessness/independence, quality of life, subjective age. Peculiarities of psychological characteristics depending on the stage of the disease were defined.

GENERAL THEORY OF PSYCHOTHERAPY

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According to the results of the implementation of the thematic basic research program (2000-2017), it was determined that the professional psychotherapy, in accordance with the modern framework concept, is a single profession (according to the Strasbourg Declaration on Psychotherapy of October 21st, 1990, established by the European Association for Psychotherapy); research and practice direction, which able to argue belonging to the codified scientific knowledge system; major and the most demanded social practice, capable of meeting the contemporary challenges At the same time, each of the above-cited positions is substantiated by a fundamental and comprehensive general theory of psychotherapy, which serves as a true integration pole capable of overcoming any centripetal tendencies in the development of the profession. The general theory of psychotherapy is a multi-level, complex system, the core of which is represented by the following developed components: principles of organization of modern science and guidelines for conducting academic research, that meet the contemporary level of development of fundamental and applied science, as well as the

complexity of the research subject in the field of professional psychotherapy; a full-fledged basic research program, in which the scientific research methodology of the fundamental and applied problems of psychotherapy and related areas is presented and argued; the concept of the subject area of professional psychotherapy, in which the content and the basic requirements for the deducing of the essential characteristics of the subject area of psychotherapy are presented; the concept of the main vectors of differentiation-integration of professional psychotherapy, demonstrating both the essential difference of psychotherapy from the so-called maternal disciplines, and the "donor" information potential of this research and practice direction; the concept of a disciplinary matrix of professional psychotherapy, demonstrating a hierarchy of structural levels of the considered research and practice direction; developed theoretical, psychotechnical and instrumental concepts – which are components of the general theory of professional psychotherapy, distributed among the appropriate levels of the disciplinary matrix, aggregated into the desired general theory of psychotherapy.

FORMATION OF ANTITERRORIST VALUES IN THE INTERETHNIC AND INTER-ETHNIC INTERACTION OF UNIVERSITY STUDENTS

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An important place in the system of countering the ideology of terrorism is occupied by educational technologies of forming the psychological stability of young people to the destructive influence of extremist information. Educational programs focused on the formation of anti-terrorist values in the youth environment should use communication technologies in order to form a tolerant interethnic interaction. The purpose of the experimental study is to identify the value orientations of university students in relation to the antiterrorist ideology. According to the results obtained, training in the polyethnic environment of a modern university can lead to an aggravation of ethnic identity and interethnic relations. The study was conducted in 3 universities of cities in the south of Russia and the North Caucasus. Methods were used to diagnose the level of civic identity, adaptation in the student environment, interpersonal trust, and others. The object of study – freshmen in the amount of 546 people. Among them, 317 girls and 229 boys from 17 to 21 years of different specialties. Differences on a territorial basis are

revealed in the analysis of poorly adapted students. Students of SFU and IDNK showed in most cases an average level of civic identity (medium – 67%; high – 5%; 18% – low), and KBSU students had a low level of civil identity (86% – low; 14% – average). In groups with a high level of adaptation, a significant excess of the number of students with a high level of interpersonal trust (medium – 27.0%) over the number of students with a low level of interpersonal trust (14.0%). For students with a low level of adaptation, a statistically significant excess of the number of people with a low level of interpersonal trust (27.6%) over the number of students with a high level of interpersonal trust (13.3%) was established. So, students with different levels of personal and academic adaptations found differences in the level of interpersonal trust and empathy. At the same time, the differences in the level of development of interpersonal trust in the multiethnic environment of the university turned out to be more pronounced.

PARENTING AND DIGITAL WELLNESS FOR ALPHA GENERATION IN SURABAYA

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Parents have two main tasks in parenting, namely developing children's character and competence (Baumrind, 1996). Character consists of responsibility in facing challenges, controlling impulsivity, having morals, and self discipline. While competence is the ability of individuals to achieve personal and social goals. The challenges in parenting always exist from generation to generation. Parents with early childhood are now faced with the challenges of the Alpha generation. Alpha generation was born in the 21st century starting in 2010 (McCrinkle, 2014). 2.5 million children of the Alpha

Generation are born in the world every week. According to McCrinkle, the Alpha Generation cannot be separated from gadgets, which in turn has impacts on lack of socialization, lack of creativity, being individualistic, wanting things that are instant, and not appreciating the process. Characteristics of Alpha Generations are related to digital wellness. The definition of digital wellness is physical and psychological well-being in the digital technology world (Ribble, 2007). On the other hand, realizing psychological well-being in children is part of the parenting works.

THE HISTORICAL CLINICAL RISK-20 (HCR-20): 15 YEARS OF VIOLENCE PREDICTION AMONGST MENTALLY DISORDERED OFFENDERS.

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There remains a responsibility on the mental health professional to identify variables associated with violence and an increased demand for evidence based risk assessments. The predictive validity of the Historical Clinical Risk-20 – Version 2 (HCR-20V2) violence risk assessment scheme was assessed with respect to in-patient violence within a maximum security forensic mental health facility in Scotland. The HCR-20V2 was found to have predictive accuracy in determining risk across different populations and outcome variables and the HCR-20V2 became the cornerstone violence risk

assessment within low, medium and high secure forensic mental health settings across Scotland. The Historical Clinical Risk-20 – Version 3 (HCR-20V3) captures both evidence-based and clinician-led modifications from the HCR-20. The predictive validity of the HCR-20V3 is growing and appears to replicate the predictive utility of the HCR20V2. Recent evidence within forensic inpatient samples is growing and recent studies across the forensic network in Scotland has continued to demonstrate the significant predictive ability of the HCR-20 scheme for violence and physical violence.

PARENTS OF CHILDREN WITH DEVELOPMENTAL DIFFICULTIES AND PARENTS OF TYPICALLY DEVELOPED CHILDREN: WHAT HAPPENS IN A YEAR?

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Parents of children with developmental difficulties (DD) face many challenges on every day basis. Compared to a parent of a typically developed (TD) child, these parents are in risk to experience a drop in well-being in general and in specific domains. As a part of the CRO-WELL project, earlier we explored differences in well-being of parents of children with DD and matching group of parents of TD children. Results showed that both groups of parents were equally happy and satisfied with their lives in general, but parents of TD children were more satisfied with their free time and felt pleasant more frequently. Aim of current study was to explore what happened in one-year time. Out of initial sample of 41 parents by group, second wave of this longitudinal project was completed

by 19 parents of children with DD and 27 parents of TD children. Results showed that, after one year, parents of children with DD were less happy, less satisfied with health, family, friends, security, future and felt positive emotions on fewer occasions compared to parents of TD children. During that year, parents of children with DD experienced three times more negative events than parents of TD children. Additionally, they evaluate life events to be less positive and more negative compared to parents of TD children. Parents of children with DD have lower well-being but also experience more negative life events. Therefore, it seems that having a child with DD reflects on many life domains and shapes lives of parents.

EXPLORING THE NEURAL MECHANISM OF VOLITIONAL QUALITY: A BRAIN MORPHOMETRY STUDY ON NATIONAL-LEVEL ATHLETES

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Volitional quality is a complex psychological trait by which an individual decides on and commits to a particular course of action towards a concrete goal. It is human-specific and of significance for development of human beings as well as individual achievement. This study aimed at investigating the neural mechanism of volitional quality by comparing brain morphometry between national-level Chinese athletes and university students with Magnetic Resonance Imaging (MRI). The participants were 38 healthy young adults, including 19 short track speed skating athletes from Chinese national team (age: 18.3 ± 1.5 ; 10 males, 9 females) and 19 university students as controls (age: 19.2 ± 1.2 ; 9 males, 10 females). The volitional quality was measured with Volitional Quality Questionnaire (BTL-LYZ1.0, Li, 2014). The brain morphometry-cortical thickness was measured with high-resolution T1 MR images. Preprocess of the structural images was done by FreeSurfer 6.0, which is implemented in the Connectome Computation System (CCS: <http://lfd.psych.ac.cn/ccs.html>) (Xu et al., 2015), a pipeline system for discovery science of brain. The parcel-wised cortical thickness was computed between groups based on Destrieux atlas by considering sex, gender, education and intracranial volume as covariates. Also, partial

correlational analyses in athlete group were conducted for exploring the association between volitional quality and cortical thickness. Athletes had higher score in goal clarity ($p=.000$), continence ($p=.008$), belief confirmation ($p=.000$), persistence ($p=.000$), thoughts concentration ($p=.000$) and difficulty bearing ($p=.000$) than the controls. Athletes also showed greater cortical thickness than the controls in brain areas in the right hemisphere including cuneus, precuneus, inferior parietal lobule, rostral middle frontal gyrus, superior frontal gyrus and calcarine fissure (Desikan-Killiany-atlas-based parcel-wise analysis with a Bonferroni corrected $p=0.05/68$). Additionally, significant correlations between cortical thickness with significant difference and scores of volitional qualities were detected, including the rostral middle frontal gyrus and thoughts concentration ($p=.004$), and inferior parietal lobule and self-fulfillment ($p=.049$). It suggested that the athletes showed greater volitional quality. Greater cortical thickness in middle frontal gyrus and inferior parietal lobule might revealed neural substrates of volitional quality. It also indicated that sports training is a crucial path to develop individual's volitional quality by optimizing regional brain morphometries.

THE IMPACT OF EMOTIONAL INTELLIGENCE ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEAM PERFORMANCE: THE MEDIATING ROLE OF LEADER MEMBER EXCHANGE AND JOB CHARACTERISTICS

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Organisations exist to combine and transform scarce factors of production into products and services with economic utility. Organisations use internal resources to develop and deliver key products and services. Leadership plays an important part in the coordination process through its role in managing employees. The impact of leadership on task performance, organisational citizenship behaviours (OCB), organisational commitment, and job satisfaction is well documented (Ceri-Booms, Curseu, & Oerlemans, 2016). Leadership behaviour theories emphasise the importance of leaders' patterns of behaviour in influencing the actions and intentions of their followers (Burke, Stagl, Klein, Goodwin, Salas, & Haplin, 2006). Leadership behaviour can be grouped into two broad categories, namely those directed towards the accomplishment of a task (transactional leadership), and those directed toward maintaining positive relations with others (transformational leadership). In contrast to early leadership theories, such as trait and behavioural approaches, the leader-member exchange theory (LMX) argues that leaders do not treat all followers equally. In high LMX relationships, leaders provide support and encouragement. Contrastingly, in low LMX relationships, work is

often performed according to formal rules with rewards being contingent upon the execution of prescribed tasks (Boies & Howell, 2006). The current study argues that transformational leadership leads to high quality LMX relationships which subsequently results in higher levels of team performance. This relationship is moderated by the leader's emotional intelligence. Furthermore, transformational leadership is expected to have a direct effect on job-team performance via job characteristics. If the organisational context enables high quality LMX relationships, the impact of transformational leadership on team effectiveness will be higher. The structural relationship between variables was operationalised and tested using Structural Equation Modelling using an ex post facto cross-sectional research design. Participants included 230 mid-level managers from a large commercial bank. Strong support was found for the mediating role of LMX and job characteristics on the relationship between transformational leadership and job performance. This supports the idea that transformational leadership alone is insufficient to meaningfully impact team-based performance. High quality LMX relationships and leaders' emotional intelligence are key enabling factors in the leader-team performance pathway.

SANOGENIC REFLECTION OF THE MOTHER AS A FACTOR IN THE PSYCHOLOGICAL WELL-BEING OF THE CHILD

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the article reveals the peculiarities of the mother's sanogenic reflection and its manifestation in the styles of relationships with children, which act as factors of the child's psychological well-being. Modern science and practice pays great attention to issues related to the preservation of the uniqueness of childhood. The solution of these problems is the family, where the child learns to think, feel and worry, which forms the prerequisites for his psychological well-being. Research by T.O. Smoleva showed that the experience of emotional relationships is manifested in the distant social distance in communication and mutual understanding with others. It is very important that with a preschooler should be a competent adult who is able to consciously and adequately respond to changing environmental conditions and choosing one or another style of attitude towards the child. This is especially important in the dyad of «mother – child». The mechanism that triggers the psychological well-being or distress of the child lies in his past experience, in his relationship with his mother. In

the research by S.N. Morozyuk, it is experimentally established that the object of reflection of persons with accentuated character traits are the experiences themselves, and not their causes. This gave us reason to assume that the style of attitude towards the child is often determined by the quality of reflection of the mother (sanogenic, pathogenic). In the research by S.N. Morozyuk, E.S. Kuznetsova, T.O. Smoleva was found that mothers with a pronounced protective reflection from feelings of failure, guilt, shame, resentment and aggression is characterized by insecurity. This is manifested in the instability of the style of upbringing, sanctioning with punishments and prohibitions prevails, followed by excessive satisfaction of their needs, which causes the child's psychological distress. In the group of mothers with developed «sanogenic thinking» (according to Yu.M.Orlov, S.N. Morozyuk) and «systemic reflection» (according to D. A. Leontyev), the largest percentage of children with high levels of psychological well-being.

PROFESSOR VASILYUK'S CO-EXPERIENCING PSYCHOTHERAPY: A RUSSIAN CULTURAL-ACTIVITY PERSON-CENTERED APPROACH

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Lev Vygotsky's main methodological heritage and challenge for contemporary psychology was in determining its keystone to be the «philosophy of practice», «psychotechnical methodology». Practice is meant to become the veritas criteria for theory. Cultural-activity psychology has been realized in education, medicine, etc., but what about psychology's own practice – psychotherapy? In Russia, such methodological issues were raised and thoroughly researched for more than 30 years by professor Fyodor Vasilyuk (1963-2017) and his disciples. He realized Vygotsky's project by establishing his own approach – Co-experiencing psychotherapy. Here, he engrafted a branch of Carl Rogers's person-centered practice to a juicy tree of Vygotsky-Leontiev's cultural-activity theory. What are the fruits of such a union? Academic psychology by this union was enriched in the following: 1) a model of an «integral unit of psychological analysis» was proposed – an original approach to research of consciousness; 2) a theoretical understanding of «experiencing» as a productive internal meaning-generating activity (Vasilyuk, 1991); 3) the conceptual models of levels, registers and structures of consciousness. For the psychological practice: 1) a methodological definition of psychotherapy as

a specific practice in specific cultural-anthropological contexts; 2) several original models, such as «psychotechnical units», levels of consciousness and others; 3) a structural analysis of the psychotherapeutic situation. Psychotherapy here becomes not just as a subject, but a method of research (Vasilyuk, 2015). To the education, it brought an original step-by-step program with creative exercises and didactical principals which are now realized in the main universities around Russia. The program has been empirically proven to be highly effective in developing main counseling skills which determine an effective psychotherapeutic outcome. Hence, Co-experiencing psychotherapy is an innovative methodological solution to the problem of the schism between academic psychology and psychological practice, an elegant project fruitful both for science and practice of psychotherapy and education. References 1. Vasilyuk F. E. (1984, 1988, 1991). Psychology of experiencing. Moscow: Progress Publishers. 2. Vasilyuk, F. E. (2015). Coexperiencing psychotherapy as a psychotechnical system. Journal of Russian & East European Psychology, 52(1), 1-58. DOI: 10.1080/10610405.2015.1064721

EMOTIONAL STATE OF YOUNGER PRESCHOOLERS WITH CHRONIC SOMATIC ILLNESSES

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Deterioration of health, somatic diseases in particular, change the habitual social situation, stipulates the appearance of a psychological deviation complex, this collectively complicates the process of a child's social adaptation. The emotional status is an important criterion of a preschooler's mental well-being, this is why a study was conducted with the aim to examine it. The study involved 56 children aged 3-4 years (mean age 3,8; 27 (48%) boys, 29 (52%) girls) with chronic somatic illnesses (asthma, atopic dermatitis, psoriasis) in remission, undergoing inpatient observation in FSAI "NMRC for Children's Health". The comparison group consisted of 20 apparently healthy children (mean age 3,7; 9 (45%) boys, 11 (55%) girls) who applied for prophylactic medical check-ups to the same institution. All children were brought up at home, didn't attend preschool educational facilities. Emotional state assessment was conducted with the following: standardized observation method – D.Stott's Observation Card (adapted version), the Luscher Color Test – LCT (modification by S.Veliyeva for children from 2,5 years). Statistical analysis of the results was carried out using the software package

StatisticaBase. The results analysis of the LCT method revealed significant differences between the groups ($p < 0,05$). All children (100%) with chronic somatic illnesses had a negative mental state of different kind (mean score 2,1). 54% of children had voluntary regulation difficulties – instability of emotions and behavior, short-term purposeful activity, negativism reactions, a small amount of self-care skills. Another 27% of children had notable anxiety – lowered mood, neurotic reactions, fears. In the rest 19% of children negative attitude towards anything new, symbiotic relationships with close adults, a low level of social competency were detected. A negative mental state was observed in 40% of children in the comparison group (mean score 3,3) – voluntary regulation difficulties (25%) and anxiety (15%). Children with a low level of social competency were not found. 60% of children in the comparison group had a positive mental state – stable positive mood, purposeful activities, sufficient degree of independence. Thus, all younger preschoolers with chronic somatic illnesses and 40% of apparently healthy children have emotional state patterns and are in need of differentiated psychological care.

LINGUISTIC ORGANIZATION OF THE STRUCTURE OF PERCEPTION OF CHARACTERISTICS "POWER" OF FACIAL EXPRESSIONS OF MIXED EMOTIONS

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According to the concept of the spherical space of emotions suggestion that perception of facial expressions of mixed emotions is the result of the superposition of the linguistic structure of consciousness on sensory information revealing in subjective grouping of similar expressions into categorical groups based on the mechanism for calculating estimates of the similarity is checked. This hypothesis is proved by the congruence of perceptual and semantic levels of structures of perception of expressions obtained in the tasks: of their direct distinction in pairs "face – face" and of their identification through the distinction in pairs "face – word". A set of six rows in each of five mixtures obtained by combining morphs of two adjacent on a circle "happy-surprise-fear-sad-disgust-anger-happy" expressions of basic emotions was used as the facial material. Names of six basic emotions and three synonyms of each were used as a verbal material. Two matrices of distinction "face–face" and "face–word–face" averaged over samples of 121 and 92 respectively served as experimental data for the construction by MDS method of two models $RSQ=0.986 / 0.994$, $Stress=0.037 / 0.002$ in the form of spherical 6-dimensional spaces of

perception of expressions at two levels. In both spaces the subjective characteristic of "power" of expressions is measured by the polar coordinates on the plane formed by the combination of linear axes-scale, defined through opposition of basic categories of "anger-disgust" and "fear-surprise". On estimates of angular distances on both circular scales groups in the form of segments consisting of perceptual "synonyms" with common categorical value are revealed. On the perceptual circular scale four segments are distinguished, each of which includes 70% and 90% of the expressions and is inserted in sequence "fear, happy-disgust-surprise-sad, anger" with gradual increasing values of degree of expression of "power-aggressiveness". On the semantic level, this scale is transformed into a 6-gradual sequence "happy-fear-disgust-surprise-sad-anger" due to the separation of two complexes "fear/happy" and "sad/anger" into their components of categories of basic emotions. Results are discussed in terms of the categorization mechanism on the characteristic of "power-aggressiveness", on which social domination-submission is evaluated.

INDIVIDUAL PSYCHOLOGICAL CHARACTERISTICS OF REPRESENTATIVES OF THE "INFORMATION" GENERATION WITH DIFFERENT PROFESSIONAL SUCCESS

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The subject of the study was the individual psychological characteristics of sales managers that underpin their professional effectiveness. The novelty lies in the fact that they studied managers belonging to the "informational" generation, manifested in mental activity, interpersonal relationships and emotional reactions to environmental influences. Research Methods: J. Bruner's "Determining Types of Thinking and the Level of Creativity", G. Ayzenck's "Self-Assessment of Mental States", T. Leary's "Interpersonal Relationship Diagnosis" Test, S. Richi and Motivational Profile Test, PSM25 Lemur- Tese-Filliona in N.E. Vodopyanova, a method for diagnosing the type of emotional reaction to environmental stimuli V.V. Smartly. The sample consisted of 160 people aged 20 to 27 years, bank employees, work experience of up to 10 years, divided by the criterion of effectiveness into two groups. As a result of statistical analysis, significant differences in individual psychological characteristics (type of

thinking and level of creativity, features of psychological state, type of interpersonal relations, professional motivation, emotional response to environmental stimuli and level of psychological stress) were revealed in sales managers with different levels of professional efficiency. Effective managers are more aggressive, more closed, do not aspire to long-term relationships, are financially oriented, have a need for achievements and recognition, good working conditions. Ineffective managers are more rigid, anxious, frustrated, aggressive, strive for structured work, are focused on long-term relationships, have a low need for improvement, in good working conditions. The article was prepared with the financial support of the Russian Foundation for Basic Research. Project No. 18-013-00910 "The Dynamics of the values of the generations as a marker of the transformation of social relations in Russian society».

ORGANIZATIONAL CULTURE AND SOCIO-PSYCHOLOGICAL AGE OF THE PERSONNEL OF RUSSIAN ENTERPRISES

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In conditions of transitive economy of modern Russia there coexist enterprises with multiyear problems of modernization (ordinary) and successful innovative enterprises with high durability. They differ in type of organizational culture (OC). The influence of OC on socio-psychological age practically has not been investigated yet. Research objective – to reveal the manifestations of the socio-psychological age of the personnel of enterprises with OC of different types. Respondents: 200 employees of different age (100 – male and 100 – female) of ordinary and innovative enterprises. Cameron-Quinn organizational culture assessment method, Kuhn-McPartland twenty statements test, Thomas-Kilmann conflict mode instrument, the method of concrete situations, Spielberger state-trait anxiety inventory, Mann-Whitney U test. Willingness to changes, personal involvement in the labor process, specifics of behavior in conflict situations, responsibility and openness of decision making, stress exposure have been studied as characteristics of socio-psychological age. Not so much chronological age as the type of organizational condition largely determine the manifestations of qualities associated with aging. The management of enterprises with market-innovative OC implements the principle: it is only productivity

and quality that determine a person's position in organization. In such enterprises typical socio-psychological age characteristics have statistically less pronounced manifestations than in ordinary enterprises with archaic clan-hierarchical OC. Even younger people there develop psychological signs of aging. Personnel gender characteristics have their own specific manifestations. For example, younger men working in clan-hierarchical OC enterprises are less prone to stress (are more stress-resistant) than women or older men. Female older staff in innovative enterprises develop psychological stress defense in the form of advance preparation for changes. Gender and age peculiarities of socio-psychological age of the personnel belong to the actual unconscious phenomena of organizational life. Labor activity is the sphere in which the discrepancy between the chronological and socio-psychological age of personnel is found out. Organizational conditions of enterprises significantly influence the process of psychological aging of employees and the manifestation of their socio-psychological characteristics. Different age groups of personnel in their social-psychological characteristics are much more closer within one OC than groups of the same age in OC of different types.

PSYCHOLOGICAL PREDICTORS OF SLEEP AND WAKE IMPROVEMENT UNDER ATTENTION TO SLEEP

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While beliefs about sleep are related to sleep improvement (Perlis et al., 2011), less is known about factors of daytime alertness. The aim was to reveal the role of psychological factors in alertness improvement with different focuses of attention. 123 good sleepers (83 females) 19-45 years old filled Glasgow Content of Thoughts Inventory (GCTI, Harvey, Espie, 2004), Insomnia Severity Index, Dysfunctional Beliefs About Sleep Scale (Morin, 1993), Hospital Anxiety and Depression Scale (Zigmond, Snaith, 1983) and were randomly assigned to three conditions for 7 days: to use any possible strategies to improve their sleep, their wakefulness and sleep hygiene. For 2 days before and 2 days at the end they appraised every evening their day (using 0-10 Likert scale, Cronbach's alphas .66-.83) and every morning filled GCTI and Sleep Diary (Morin, 1993). Instruction to improve sleep increased daytime mental loading, difficulties of diary activities, but also morning alertness ($p < .05$). In this group depression predicted increase in daytime physical load ($\beta = .44$, $p < .05$, $\Delta R^2 = 16.1\%$). Instruction to improve daytime alertness made daytime events more important and demanding but led to higher achievement, morning alertness

and less thoughts before sleep ($p < .05$). In this group depression was related to decrease in sleepiness ($\beta = -.34$, $p < .05$) while anxiety – to increase in sleepiness ($\beta = .27$, $p < .05$, $\Delta R^2 = 8.4\%$). The more thoughts before sleep had participants the more prominent was decrease in them under alertness instruction ($\beta = -.33$, $p < .05$, $\Delta R^2 = 6.3\%$). In those improving sleep hygiene physical load and diary difficulties of activities but also morning alertness and sleep quality became higher, sleepiness – lower. In this group anxiety was related to increase in daytime stress while depression was related to decrease in achievement, emotions and productivity ($\beta = -.53 - .40$, $p < .05$, $\Delta R^2 = 7.4 - 21.7\%$). Decrease in thoughts before sleep under this instruction was related to initial sleepiness ($\beta = -.20$, $p < .05$) and less dysfunctional beliefs about sleep ($\beta = .28$, $p < .05$, $\Delta R^2 = 9.5\%$). Focus on sleep improve morning alertness but could be stressful for depressed people. Focus on daytime alertness might improve achievement, daytime alertness and could be especially helpful for depressed people. Research is supported by the Russian Foundation for Basic Research, project No. 18-013-01211.

BLURRED LINES BETWEEN NORMAL AND ABNORMAL, DELUSIONAL BELIEFS IN THE SOCIETY

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Delusions are defined as false beliefs in which the person believes in a serious sense, but without any logical explanation. Although delusional beliefs are considered as the existence of psychopathology, it is still possible to have beliefs that have similar structure with delusions and not being categorized as pathological. The aim of this study is to reveal the beliefs which have the characteristic of delusions throughout the society. The idea of "normal" and "abnormal" is evaluated in a different perspective by Michel Foucault and within this study delusional beliefs are evaluated with his perspective. Within the scope of the study, 20 adult individuals between the ages of 18-40 were asked 9 questions which were prepared by the researcher and these interviews were analyzed with content analysis method. Themes that emerged from the analyses are evaluated with Foucault's ideas about normalization. The questions were about beliefs, how strong these beliefs are believed, how the individual expresses these beliefs, how the beliefs affect their daily lives, the situations in

which these beliefs come to mind more often, the ways of coping with beliefs, the reactions taken when shared, and the reaction when people around him/her advocate otherwise. The result of analysis showed that that deceitfulness, jealousy, persecutory, being punished by god beliefs were seen more often. In coping strategies with beliefs, themes such as self-affirmation, prayer, sharing with a friend, getting support and suppressing these ideas emerged. Participants choose to explain these ideas with their past experiences, beliefs systems that they get from the people around them, religious themes have that support this belief. When asked about sharing their thoughts with the people around them, 16 of the 20 participants shared their thoughts and 4 participants expressed that they preferred not to share. This study showed even in a small sample it is still possible to see beliefs that have similar structure with delusions but with different levels of certainty and effect on the individual's life.

ADULTHOOD CRISES: PROBLEMS, OPPORTUNITIES, OVERCOMING

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The author presents some results of comparative theoretical study of two maturity crises – the midlife crisis and the crisis of aging. From the standpoint of the existential paradigm the essential difference in the meanings, potentials and resources of their overcoming is shown: 1) the midlife crisis is experienced in the phase of development when the person has all psychic fullness of himself; the crisis of aging – on the wave of extinction of physical and psychological possibilities; 2) the midlife crisis is perceived as a transition from a given primary socialization-inculturation to a self-induced secondary socialization-inculturation; the aging crisis is a transition from a potentially open horizon of events to its deliberate limitation; 3) the center of the midlife crisis is the process of individuation,

which replaces previous identifications; the center of the crisis of aging is the acceptance of one's life as held, only possible and completed in all its feasible existential completeness; 4) a common feature of both crises is the person's experience of the moments of disidentification with himself, but in the midlife crisis it is used for modeling the future "Me-otherwise", and in the aging crisis – for the acceptance of "Me-as-is" as a result of the fundamental existential unattainability of the completeness of self-embodiment; 5) all transformations of the of midlife crisis are directed to the potential future, outside; personal transformations of the aging crisis turn the subject to himself, his past and his own inner world.

CULTURAL INTELLIGENCE (CQ) AS SUPPORTIVE FACTOR IN ACADEMIC SUCCESS: AN EXPLORATIVE STUDY ON CQ AND ITS RELATIONSHIPS WITH GROWTH MINDSET, GRIT, CONSTRUCTIVE CONFLICT COPING AND ACADEMIC STRESS IN MULTICULTURAL POPULATION OF STUDENTS IN THE UNITED ARAB EMIRATES

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This study was an exploratory research conducted with a multicultural population of students living in the United Arab Emirates with a multi-fold objective. First, it intended to evidence relationships between cultural intelligence (CQ) and academic success (growth mindset and grit, stress and constructive coping.). Secondly, it attempted a first validation of the Cultural Intelligence Scale (CQS) (Earley & Ang, 2003) in academic multicultural population. And finally, it aimed at comparing the levels of cultural intelligence between third culture individuals (TCI) and non-third culture individuals (non-TCI). This was a cross-sectional, questionnaire-based research conducted on a population of 200 multicultural students in the United Arab Emirates. The results confirmed a significant correlation between cultural intelligence and measures of academic success, namely grit and growth mindset, as well as the predictive influence of cultural intelligence over constructive conflict coping. Additionally, it was evidenced

that a higher level of CQ was characteristic of individuals with lower academic stress. The last finding shed new light over the process of acquisition of cultural intelligence as no differences between Third Culture Individuals and Non-TCI were found. The findings were critically evaluated based on theoretical approaches to multiculturalism and against the results of previous studies. Limitations as well as further directions were also discussed. This study could be considered a first contribution to fill the gap in the understanding of the role of cultural intelligence in multicultural academic success with Cultural Intelligence Scale (CQS) showing promising results. Additionally, the findings of this study questioned previous assumptions on the dispositional character of cultural intelligence of third culture individuals and opened new fields for further research. Literature Earley P. C., Ang S. (2003). *Cultural Intelligence: Individual Interactions across Cultures*. Palo Alto, CA: Stanford University Press

STRESS AND COPING AMONG SINGLE WOMEN IN COLLECTIVE SOCIETY: THE PALESTINIAN CASE

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Singlehood is known as a stressful situation. A few studies that were conducted in the Arab world indicate that the experience of being a single woman is unique, complex and stressful. The aim of this study was to understand the stressful situations that single women face and to identify strategies used for coping with these situations. The research model is based on a systemic approach that combines Lazarus and

Folkman's (1984) stress theory with Berjot and Gillet's (2011) model, which focuses on socially labelled persons. And it was conducted in a mixed method. 20 single women participated in the qualitative research and 190 women between the ages of 25 and 60 in the quantitative one. The main results show that single women are subject to social labelling, controlling practices and they are deprived of intimate partner relations,

motherhood, which cannot occur outside of marriage due to the traditional patriarchal structure and policing in Arab society. However, there is evidence that some women enjoy being single and fulfill themselves despite the patriarchal structure and policing. Our results

identified several coping strategies used: focusing in finding a partner, coping with negative feelings, protecting social and individual identity, and self-fulfillment. The stress experience and the coping were varied between different age categories.

UPON INTERRELATION BETWEEN PEDAGOGY AND PSYCHOLOGY IN POST-INDUSTRIAL SOCIETY

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Relevance Postindustrial society is qualitatively different from the one of the twentieth century. The speed of change is incredible, a person needs protecting and preparing for acceleration. Problem statement Traditional school is unable to socialize the learners in different-aged community; to teach children to evaluate critically knowledge; to think creatively; to create a friendly atmosphere, mutual respect and assistance; to work effectively with laggards; to solve the problem with migrants, representatives of other cultures. Research questions Solution of these problems involves solving not only the psychological and pedagogical aspects of education, but also the organization of education space. Neuropsychology and other related sciences have brought new knowledge. Today, pedagogy still solves social problems aimed at the realization of social justice, economic development of the country, ensuring its stability. However, they acquire new meanings in modern conditions: changes in understanding of human capital, in growing role of the human factor. Purpose of the study Education begins to line up in the context of post-industrial factors in the

development of society: network structure, interpenetration of cultures on a global scale; new economic reality, in which the most efficient form of economic growth is the development of people's abilities. The school ceases to be a repressive tool for the formation of an authoritarian, tough, competitive personality. The basis of education is tolerance and mutual assistance. The focus is given to developing students' soft skills: sociability, creativity, critical thinking, providing students with knowledge and skills that will allow them to live and work together in a post-industrial society. New trends in education radically change the role and place of the teacher in the educational process. Today in the work of a teacher, leadership qualities of a person and mentoring skills are of particular importance. Special attention is paid to the training of "paraprofessionals" (school personnel who help teachers in the teaching process). The widespread use of "soft power" technology, which involves the use of intangible resources, cultural achievements, methods of persuasion changes the role of education in the global space: it also acts as one of the tools of "soft power".

THE INFLUENCE OF THE IDEAS OF L.S. VYGOTSKY ON THE DEVELOPMENT OF RUSSIAN DIDACTICS (PRIMARY SCHOOL)

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to reveal the influence of L.S. Vygotsky's psychological ideas on Russian didactics, on teaching theory and practice at primary school. The characteristic of primary school didactics changes is given on the basis of the pedagogical understanding of the cultural-historical concept of person's mental development by L.S. Vygotsky, his theory of the dependence of the child's development on the process of his/her learning. The paper is based on a theoretical study proving the reality of a consistent convergence of psychology and pedagogy. The initial contribution to this process was made by the students and followers of L.S. Vygotsky. It is revealed that the translation of the ideas of their teacher has found concrete realization in the teaching theory and practice. The main psychological ideas are as follows: 1) The real basis of a personality is the totality of his/her social relations to the world, which are realized in his/her diverse activities. 2) Each period of childhood is self-valued, the child should not be looked at as a small adult. Successful mental development of the child is associated with mastering the meaning of

his/her own practical actions. 3) Education and development of the schoolchild correlates with his/her educational and cognitive activity. The schoolchild as a subject of learning demonstrates the qualities of independence, activity, and initiative. Implementation of these psychological ideas allows expanding the zone of influence of psychology on the improvement of the learning process at primary school. The author reveals the reasons for the insufficient use of psychological knowledge in the organization of the educational process at primary school, the slow convergence of psychological positions and specific educational practice. On the one hand, the reason is the teacher's unwillingness to rely on the psychological patterns of the child's development in constructing the didactic process, and, on the other hand, we see a certain detachment of psychologists from the real teaching practice, striving for "pure" science. The novelty of the author's approaches consists in disclosing ways to improve the learning of a modern student based on the implementation of the ideas of L.S. Vygotsky.

THE STUDY OF THE EMOTIONAL IMPACT OF SCENTS OF ESSENTIAL OILS BY THE METHOD OF SEMANTIC DIFFERENTIAL

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The influence of smells on emotional sphere is a prospective direction of psychological research. There is a necessity to study the emotional influence of essential oils smells with the help of psychological methods. The first goal of our research was to find out which emotions the smells of essential oils may cause. The second goal was to verify if emotional perception of these smells is universal for all people. The third goal was to verify the factors, which stand behind the emotional evaluation of smells. In our research there were 38 healthy respondents at the age of 15-26 years – 9 young men and 29 young women. As odorants there were 12 essential oils and concentrated perfume with pheromone. The instruction included an assessment of emotional state caused by the smell on 21 bipolar scales (16 scales of semantic differential [1] and the big five personality traits) using 5 gradations of the severity of the trait. Kendall's coefficient of concordance is 0,314, which indicates unsatisfactory consistency of experts. To identify latent variables behind the

evaluation of odors in 16 emotional categories, the obtained data were factorized using the principal components method. There were 3 factors, which explain 85% of the initial data. The first factor (51.5% dispersion) included categories soft, light, kind, young, sweet, pleasant. This factor reflects the assessment on the basic scale of "pleasant-unpleasant". The second factor (20.6% dispersion) included the categories cowardly, stupid, weak, passive. This factor is a rating on a scale of "weak – strong". The third factor (13% dispersion) included the category of cold and fast. This factor is similar to the basic scale of "active – passive". Thus, it has been shown that the emotional evaluation of essential oils is not universal. In this regard, when using essential oils in psychotherapy, it is recommended to offer the client a preliminary assessment of the odorants using a semantic differential. 1. Artemieva Fundamentals of psychology subjective semantics / ed. by I. B. Khanina. M.: Science; Sense, 1999. 350 PP.

POLYMODALITY OF REFLECTION: TRIANGULAR RELATIONS BETWEEN MODALITIES

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A deep knowledge of reflection in different areas of psychology allows us to create a holistic view on it. The modal psychology of reflection is developed on the basis of critical ontology. Method – modal, correlation and factor analysis. Group: 807 people (261 men, 546 women), age 18 – 64 years. Using the test "Focus of reflection" (T. Sizikova [2]) and correlation, factor analysis, we confirmed triangular relations between the reflection modalities. We have weak force correlations ($p \leq 0.001$). Basic modalities of possibility, reality, necessity and their opposites are fundamental for reflection. The second row is s of reflection formed on the basis of triangular relations between basic modalities and consists of six modalitie: transcendental, transgradient, temporality, conscious, sufficient, multidimensional, and their opposites. The first factor with factorial load of modality (0.70 – 0.80) and between basic modalities (0.94). The ratio of the three scales of the modalities "not real – possible – random" is associated with the scales "not transgradient" ($r = 0.31$) and "not multidimensional" ($r = 0.29$). The same connection is characteristic for the opposite

scales of modalities. The second factor with factorial load of modality (0.70 – 0.80) and between basic modalities (0.96). The relation of modalities "real – not possible – random" is associated with scales "non-temporality" ($r = 0.32$) and "unconscious" ($r = 0.39$). The same connection is characteristic for the opposite scales of modalities. The third factor with factorial load of modality (0.80 – 0.90) and between basic modalities (0.97). The relation of modalities "not real – not possible – necessary" is connected with the scale "not sufficient" ($r = 0.21$). The ratio of opposing basic modalities is connected with the scale "sufficient" ($r = 0.21$). Theoretically justified connection with the modality of "transcendental" – "non-transcendental". Conclusion. The modal psychology reveals the integrity of reflection. The integrity of reflection is a polymodality, where relations between modalities are built on the basis of a triangular network. References. 1. Sizikova T. Modal-differential approach in the psychodiagnosics of reflection // Vestnik KSU. Pedagogy. Psychology. Sociokinetics. – 2018. – № 2. – p. 51-61.

PROMOTING QUALITY OF LIFE FOR CHILDREN WITH THE AUTISM SPECTRUM DISORDER (ASD) AND THEIR FAMILIES BY PSYCHOLOGY: LAPITEA/BRAZIL

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The Assessment, Research and Intervention in Autism Spectrum Disorder Laboratory (LAPITEA) from CEUMA University in Brazil seeks to promote the development of skills, such as language, communication, imitation, motor and other behavior repertoires through interventions based on principles of Applied Behavior Analysis (ABA) applied to the treatment of children diagnosed with ASD. The purpose of this research will be to present an experience report on the formation of Psychology undergraduate students in implementing interventions directed to these children. For the selection of children, mothers representing to NGOs from the city of São Luís in Brazil were selected to send a list of approximately 80 children for later assessments. Criteria were established for selection of some children, regarding economic status of the families, age and cognitive impairments. The selected children receive interventions based on ABA twice per week, during 1 hour and 30 minutes each day. The purpose consists in producing change in several behavior repertoires

through an individual curriculum organized for each child. Two weeks after the establishment of basic repertoires to establish attention to therapists, more formal assessments are conducted through the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and the Assessment of Basic Language and Learning Skills – Revised (ABLLS-R). In two years of systematic procedures being conducted with each child, many showed improvements in repertoires, regarding eye contact, sitting still, imitation, pairing identical and similar objects and pictures and, also, more advanced repertoires, such mands, tacts, echoics, intraverbals and listener discriminations by function, feature and class. The results are discussed as to the efficiency of the teaching of therapist skills for undergraduate students. Interventions based on ABA proved to be effective in improving behavior repertoires in children with ASD, by having Psychology students as therapists.

INTERVENTIONS IN PSYCHOLOGY BASED ON APPLIED BEHAVIOR ANALYSIS (ABA) CAN IMPROVE DEVELOPMENT: CASE STUDY

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The Autism Spectrum Disorder (ASD) is a term, which incorporates a group of qualitative and quantitative deficits in aspects of social communication (either verbal or non-verbal) and in the patterns of restrictive and repetitive behaviors. In the spectrum, the level of severity varies according to the level of support

demanding by the individual. The purpose of this research is to present the efficacy of psychological interventions based on Applied Behavior Analysis (ABA), conducted in The Assessment, Research and Intervention in Autism Spectrum Disorder (LAPITEA) from CEUMA University in Brazil, in developing

behavior repertoires in a 5 year old boy with ASD. During the initial psychological assessment, the child showed high frequencies of inappropriate behaviors, summed to deficits on verbal and non-verbal communication. Systematic interventions were conducted with the purpose of establishing basic and advanced skills through discrete trial teaching in a structured environment. The repertoires consisted in establishing eye contact; sitting still, demonstrating imitation of actions; following verbal instructions; tacting non-verbal stimuli; pairing non-verbal stimuli; and discrimination among non verbal stimuli through

verbal instructions specifying function, feature and classes to which the stimuli pertain. Data regarding interventions conducted over a year will be presented and the child received treatment twice a week, 1 hour and 30 minutes each day. The child developed skills related to expressive and receptive language, communication, imitation, motor behavior and also showed significant decrease in undesirable behavior. Interventions based on ABA proved to be effective in establishing important repertoires, which improve the quality of life for both the child and the family.

FEATURES OF COGNITIVE SPHERE OF TEENAGERS WITH ADOLESCENTS DIGITAL ACTIVITY

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The research is devoted to the study of relationship between the level of Internet use intensity by adolescents 11–17 years old and the development of their cognitive functions (memory, attention, speech, arbitrary regulation of activity). The sample consisted of 100 adolescents (53 boys, 43 girls). The cognitive functions were studied by a brief neuropsychological examination (Akhutina T., 2016), which includes methods for evaluating the functions of programming and control (dynamic praxis, counting, test "Points"), serial organization of movements (dynamic praxis, graphical sample "Fence"), functions of processing auditory speech (memorizing 2 groups of 3 words, compiling a story on a series of scene pictures) and visual-spatial information (memorizing 5 figures). For the study of development of verbal functions used were subtests of the Wechsler test (Information and Comprehension). The study of the digital activity of adolescents was conducted with the specially developed socio-psychological questionnaire. The adolescents were divided by digital activity into groups: low activity (33%) – up to 3 hours online a day; average (31%) – up to 5 hours a day, controlled high activity (19%) – 5

hours on weekdays and up to 8 hours on weekends; uncontrolled high activity (17%) – 8-9 hours daily. The results of comparing the cognitive functions of adolescents with different online activity indicate the existence of some "optimum" digital activity that positively affects the development of higher mental (cognitive) functions, which is reflected in the most successful performance of neuropsychological tests. Thus, adolescents with average digital activity showed the best results in the functions of programming and control, serial organization, processing of visual-spatial information. Adolescents from this group performed better and faster than others counting operations, less than others made regulatory errors in memorizing words, reacted faster in the test «Point». They demonstrated a greater amount of visual-spatial memory and a better awareness and outlook in the Information subtest. Thus, different trends in the productivity of cognitive functions in adolescents with different user activity were obtained. The work is supported by the Russian Foundation for Basic Research, grant № 17-06-00762-OFH.

GABITAR IMAGE OF A VOLUNTEER

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In connection with the spread of the volunteer movement in the youth environment, the formation of a positive image of the volunteer, his image characteristics, becomes topical. The image of a volunteer is made up of a complex of personal qualities, appearance, behavioral characteristics, while his actions and appearance, verbalization, and the color scheme of the presented image are equally important. Gabitary image – as the primary component of the general image of the picture, is its important component, as it translates visible, visually perceived information about the personality to others. The researchers note that the external image includes components that are focused on the perception of others. In order to study the voluntary image of the volunteer, its visual appeal, a study was conducted with students of humanitarian faculties of the DGTU (72 students). With the help of the method of private semantic differential, students evaluated photos and drawings of volunteers on seven-digit scales. On the basis of the analysis of the obtained data, semantic universals of group evaluation were determined in the range of – 90%, 80%, 75% – to

the sampling frequency criteria. Using the cluster analysis method, it was found that the predictors of estimating attractive and unattractive volunteer images can be combined into specific groups based on similarity. It was found that the presentation of the image of the volunteer in symbolic form, which received the highest rating on basis of "attractiveness", is the following structure: smart, good, friendly. The attractiveness of the photographic image is determined by the predictors describing the personal qualities of the volunteer – friendly, responsive, confident, responsible, sincere, sociable, decisive, fair and evaluative categories – useful and good. The symbolic image presented in the figures is largely described by the portrait characteristics of the volunteer, the photographic image is presented in the form of description, such as appraisal characteristics, a description of the appearance, and personal qu Thus, we can conclude that with the help of a well-formed, voluntary image of volunteer, we can position certain personal qualities we need and contribute to the formation of a positive image.

COGNITIVE STYLE AND SOCIAL COGNITION: HOLISTIC INDIVIDUALS SHOW ADVANTAGE IN PERSPECTIVE TAKING AND THEORY OF MIND

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Cognitive style refers to an individual's preferred and habitual approach in the information processing, which is regarded as a crucial individual difference. Numerous previous studies have indicated that the individual differences of cognitive style significantly influence the way of how information being processed, as well as relevant cognitive performances. However, relatively limited number of study sever focused on whether and how cognitive style may influence social cognitive functions, such as perspective taking and Theory of Mind (TOM). The study included two experiments. In each experiment, participants were examined with their holistic-analytic cognitive style by the Extended Cognitive Style Analysis – Wholist-Analytic test (E-CSA-WA, Peterson, 2005). In Experiment 1, 141 college students completed the adopted visual perspective taking task (Samson et al., 2010) in order to determine their efficiency of physically taking others' perspective. In Experiment 2, Reading the Mind in the Eyes Test (RMET, Baron-

Cohen et al., 2001) and YONI ToM Task (Shamay-Tsoory et al., 2007) were conducted on 126 college students to explore the influence of cognitive style upon one's ability to recognize and infer others' mental states (i.e. TOM). Results revealed, after controlling for gender differences, significant correlations between the holistic-analytic cognitive style scores and perspective taking indices, as well as significant correlations between the cognitive style scores and participants' performances on the RMET and the YONI ToM Task. Findings suggested that, holistic individuals, who tend to perceive and organize information globally, in relative to analytical individuals who perceive information in an analytical way, are generally advantageous in taking the views of others, or recognizing/infering others' mental states (i.e. emotions and beliefs). Cognitive style could influence one's social cognition. The findings may complement a unified framework for explaining how cognitive style differences may lead to diverse behavioral tendencies.

BUSINESS DECISIONS DRIVEN BY VALUES FOR SUSTAINABILITY

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Companies are managing to introduce sustainability policies through Triple Bottom Line (TBL) concept (ELKINGTON, 2002): they can reduce some socio-environmental impact, but almost exclusively in those cases where financial gains can also be obtained. (SAVITZ; WEBER, 2007). This study addresses the following research question: how can strategic decision making processes based on substantive rationality (based on ethical values) foster more sustainable actions into corporations? An action research was developed in the initial phase of developing a start-up inserted in the field of health care business. All strategic business decisions were based on a long-term perspective and on the four macro values of sustainable development presented by Bolis et al. (2017): (i) economic value as a mean and not an end, (ii) quality of life, (iii) altruism and sense of community and (iv) respect for the natural environment. About 300 affordable medical consultations was developed for university students in Brazil. In line with the TBL concept, these consultations led to financial gains for the start-up and created social value in terms of

students' health. In addition, decision making from a substantive rationale in line with the values proposed by the research enabled several social benefits for the start-up stakeholders. However, the study showed a great difficulty in aligning the decision values for more sustainability with those of the decision makers of the start-up, in particular when social benefits led to additional financial costs. The action research shown that people are driven by values. It is really important to engage people from their personal values. Although competition can help increase sustainable behavior (VAN HOREN; VAN DER WAL; GRINSTEIN, 2018), in the current economic context, values related to sustainable development seem "external" and not natural in people's personal values. In this context, it is recommended that companies deal with this issue with not only instrumental rationality focused on financial gains, but in a more complex way. Considering cognitive aspects and employees subjectivity and values can improve corporate sustainability policies to achieve more sustainable development (GRAVES; SARKIS, J.GOLD, 2019).

THE SPECIFICITY OF SOCIAL INTERACTION OF CHILDREN WITH DEVELOPMENTAL DISORDERS

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The ability of children to interact with their peers and adults with consideration of culturally accepted rules and norms of behavior allows them to adapt to new social conditions. The aim of the research was to study how preschoolers with developmental disorders understand the rules in a normative situation. The research involved 227 children of 5-7 years of age: 95 children with no developmental disorders and 132 children with speech, motor, sensory and emotional disorders. The research used the technique developed by L.F. Bayanova, T.R. Mustafina called "Methodology for the study of a preschooler compliance with the rules in a regulatory situation." To identify statistically significant differences between the values in the samples of children with developmental disabilities and children without developmental disabilities, we used Student's t-test ($p < .001$). In all groups of children with developmental disabilities, the values of the "safety" factor are significantly lower than in children without developmental disabilities: children with sensory

impairments ($t = 4.00$); children with autism spectrum disorders ($t = 4.48$); children with severe speech disorders ($t = 2.49$); children with motor disorders ($t = 5.58$). Children with autism spectrum disorder ($t = 3.29$); with severe speech disorders ($t = 1.96$) and children with motor disorders ($t = 6.81$), showed poor results in orientation towards interaction with adults and compliance with the expectations of adults. The differences in the factor of "self-care, hygiene" ($t = 4.11$) were statistically significant only in children with movement disorders. The research suggests that children of all nosological groups have problems social adaptation. Limited opportunities of obtaining information from the outside world make it difficult for them to develop means for communication with adults and peers. The research was carried out with the financial support of the Russian Foundation for Basic Research under research project No. 19-013-00251 "Prediction as a resource for socialization of children with disabilities: the structural-functional model"

SPHERICAL NEURAL NETWORK MODEL OF A LOCAL VISUAL ANALYZER AND ITS QUANTUM-LIKE GENERALIZATION

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The human visual analyzer includes a large number of local analyzers that are “directed” to different parts of the visual field and participate in the determination of the perceived values of the properties of objects. In the spherical neural network model of the local visual analyzer there are three layers of formal neurons – receptors, pre-detectors and detectors (Fomin et al. 1979; Sokolov, Vaitkyavichus, 1989). When an object with the q -th value of the one-dimensional φ property affects the analyzer receptors, the output of the ensemble of two pre-detectors is described by the unit-length vector $F_q = \cos\lambda\varphi\tau_1 + \sin\lambda\varphi\tau_2$, where λ is the analyzer sensitivity, and τ_i are the basis vectors of the pre-detectors. The vector F_q enters the synaptic inputs of each k -th detector and activates their outputs up to the value $d_{qk} = (F_q, C_k)$. The analyzer determines the neurophysiological value of the object property by the number of the most excited detector, for which $d_{qq} = 1$. The quantum-like generalization of the neural network

model describes the dynamics and microgenesis of images of objects at different time stages of their perception and recognition (Bepalov, 2019). In this model, the vector F_q is replaced by the time-dependent complex ket-vector $|F_q(t)\rangle = (\cos\lambda f_q t + i\sin\lambda f_q t)|f_q\rangle$, where i is the imaginary unit, the $|f_q\rangle$ is the basis vector of the Hermitian space, and f_q is the q -th sensory value of the property. Vector $|F_q(t)\rangle$ describes the time-varying sensory state of the object presented for perception. The vector $|F_q(t)\rangle$ obeys the psychological analogue of the Schrödinger equation and describes the time-varying sensory (mental) state shown for the object's perception. The H_f operator included in the model is similar to the Hamilton energy operator in quantum physics. Therefore, sensory values (“sensations”) of various properties of an object (its perceived brightness, size, color, shape, etc.) can be interpreted as quanta of the “objectified” mental energy (activity) of the subject, aimed at the object's perception.

EFFICACY OF SCHEMA THERAPY IN TREATMENT OF EMOTIONAL OVEREATING

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The purpose of the current study is to reveal the effect of Early Maladaptive Schemas (EMS) on the occurrence of emotional overeating and to identify the most efficient treatment. 105 females aged 28 to 43 were recruited. The participants completed YSQ-S3R (a validated questionnaire to diagnose EMS) and SCL-90-R (Symptom Check List-90-Revised) at baseline and post intervention. The treatment was consistent with the standard Schema Therapy protocol and aimed at acknowledging and overcoming coping modes, reducing the demands of the Inner Critic Mode and shaping a Healthy Adult Mode. A 30-day intensive intervention targeted EMS via interactive daily contacts through a closed online group and one-to-one sessions. Dietetic interventions were based around Mediterranean diet with moderate energy restriction and daily support with menu planning/ nutritional education. Unrelenting Standards and Approval-Seeking EMS were most abundant (81% and 72% respectively), 69% of participants had Insufficient Self-Control EMS. 70% had low, 10% moderate and 5% high depression levels. 15% of participants had moderate anxiety levels. During the intervention higher rates of underlying schemas of Abandonment (47%) and

Defectiveness (28%) were revealed. The behavioural analysis demonstrated that the Inner Critic Mode manifested mostly as self-exacting. The negative inner messages drove the participants to using the 'Vulnerable Child Mode' resulting in soothing binge eating behaviour. Post treatment questionnaires showed a significant drop in Unrelenting Standards Schema rate (61%) (below average). At baseline, the mean weight was 77.6kg (SD11.4) with BMI=27.8 kg/m² (SD3.79). The weight loss and the BMI drop at 1 month were significant; 2.78kg and 1.01 unit of BMI respectively with $p < 0.001$ for both. The mean percentage weight loss was 3.62% (SD2.69) with 26% of participants losing >5% of weight, 44% losing between 2 to 5%. The identified high rates of EMS attest to probable adverse changes of state (e.g. emotional overeating) in stress situations. Application of standard Schema Therapy techniques can elicit a considerable decline of schemas and alleviate the impact of negative inner messages. This, consequently, may potentially decrease the need for the emotional state correction by food consumption and promote healthier relationships with food and weight loss.

PROMOTING MENTAL HEALTH AT WORK IN PORTUGAL

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The Portuguese Order of Psychologists (Association which represents the Portuguese psychologists), in the scope of the Workplace Mental Health Promotion Program, has been developing since 2014 a series of initiatives at national level aimed to promote physical, mental health and well-being in the workplace. This program includes four major initiatives: 1. Raise awareness of government officials and parliamentarians, managers, business leaders and employees about the importance of promoting health in the workplace and how to promote healthy workplaces. This initiative involved conferences and joint actions with business associations and trade unions; 2. Creation of a platform that allows psychologists

to evaluate free of charge the psychosocial risks in their organizations using COPSQ II; 3. Creation of an annual prize to raise awareness and highlight companies (small, medium and large) that implement good health and safety practices in the workplace. This award is promoted in partnership with the local authority of EU-OSHA. 4. Development of a Program for Primary Prevention of Psychosocial Risks and training of Psychologists in this program. With this communication, the author intends to share the results of this Program in Portugal, namely results obtained in terms of psychosocial risk assessment, results of the Healthy Workplaces Award and the experience of promoting healthy workplaces in public and private Organizations.

THE PILOT STUDY OF COGNITIVE FUNCTIONING IN LATE ONSET PSYCHOSIS

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Late-onset schizophrenia (LOS) is schizophrenia at the age of onset after 40 years old. Very-late onset schizophrenia-like psychosis (VLOSLP) is a condition with the onset of psychosis after 60 years old (Howard et al., 2000). According to the latest literature review, processing speed, executive functions (and control), memory and language are impaired in LOS and VLOSLP patients in comparison with healthy participants of the control group (Van Assche et al., 2017). The results regarding visuoconstruction and perception are inconsistent. Yet, the studies devoted to the cognitive features of LOS and VLOSLP are limited. Thus, the present pilot study aims at investigating the cognitive functioning in the mixed group of LOS and VLOSLP patients in

comparison with normally aging individuals. The experimental group consisted of 10 LOS and 5 VLOSLP patients (15 females; the mean age of 60 years old, SD=8,6). The control group consisted of 10 normally aging individuals (7 females and 3 males; the mean age 55,6 years old, SD=9,6). To assess the cognitive functioning, we used the Brief Assessment of Cognition in Schizophrenia (BACS) test and the Montreal Cognitive Assessment (MoCA) technique. The Mann-Whitney U test was used to determine the significance of differences between the two groups. We obtained the following results. The mean BACS scores were 25 for the patients and 50 for the healthy subjects. SD was 15 for the experimental group and 9 for the control one. The

mean MOCA scores were 23 and 27, and SD was 4 and 2 for the clinical and control groups, respectively. The clinical group performed significantly worse than the control one in MOCA ($p=0,007$) and BACS ($p=0,0004$). We also identified differences between the two groups on

each subtest of the BACS. The performance in all the subtests was significantly worse in the clinical group (List learning, $p=0,005$; Digit Sequencing Task, $p=0,005$; Token Motor Task, $p=0,02$; Verbal Fluency, $p=0,008$; Symbol Coding, $p=0,0001$; Tower Test, $p=0,02$).

BODY IMAGE IN PERSONS WITH THE SPECIAL CORPOREAL EXPERIENCE (ON THE EXAMPLE OF FUTURE BALLET DANCERS)

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Within the conception of psychology of corporeality (Tkhostov A.Sh., 2002), physical activity and the acquisition of physical skills are ones of the circumstances of the objectification of corporeality and distinction of some separate parts of the integral image of the body. Classical dance training is a perspective research model of the body image formation under the effect of a long and specific training and the acquisition of a particular corporeal experience by a student. The present study aims at demonstrating how the comprehension of one's own body changes in the process of the profession acquisition, and how it is objectified, verbalized and assessed, turning into the main "instrument" of a dancer. 149 trainees in classical dance of the third to seventh forms in Vaganova Ballet Academy partook in the study: 104 girls and 45 boys aged 13 to 17 years old. The "body image" technique (by Zhelatelev D.V., 1999) was employed: the adolescents listed all the body parts known to them, and ranked them according to their significance degree. The following parameters were analyzed: the volume and content of the

vocabulary of body parts, its structure (frequency analysis of high-ranking body parts). The data were compared with the conditional norm (150 persons). In the course of the profession acquisition, a number of phenomena have been observed. The vocabulary volume of body parts in the ballet adolescents is statistically significantly more (where $p \leq 0,05$) than that in "usual" students. In junior school, it exceeds "usual" children's vocabulary twice: a pedagogue draws students' attention to the significant body parts and teaches them to control their position in the space. By middle school, one observes the vocabulary reduction, body part enlargement, and then by the graduation, its backward "unfolding" but qualitatively different. The body parts, important for dancing only, stay in the image. The verbalization of body parts also changes, in particular, that of "working" ones. Trivial names are replaced by professional ones; "working" parts are highly differentiated, particularly, during the periods of setting of the hands and feet. The structure of the body of the ballet adolescents differs from that of usual ones.

THE STUDY OF THE PERCEPTION OF CONTRADICTIONS IN NORM AND IN PATIENTS WITH SCHIZOPHRENIA

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The emergence of the concept of incoherence has enhanced interest to the problematic of contradictions in the image of the world in norm and in different types of mental pathology. The present research aims at studying the perception of contradictions in the representations about a person in norm and in patients with schizophrenia. 40 patients with schizophrenia (15 women and 25 men; the mean age – 38,15 years old) and 42 healthy subjects (20 women and 22 men; the mean age – 30,8 years old) partook in the present study. For our study, the “Contradictions Study” questionnaire was worked out. It included 39 pairs of personality features, being contradictory and non-contradictory in the meaning (physical, psychological and social). When filling out the questionnaire, the subjects under test were required to reply “YES” or “NO” to the question, whether the both of features of the pair could be characteristic of the same person. For instance, “Can a person be simultaneously dull and cheerful?” The processing of our results was fulfilled according to four scales: physical antonyms (for instance, “fat and thin”), physical

non-antonyms (for instance, “tall and lightweight”), social and psychological antonyms (for instance, “kind and angry”) and social and psychological non-antonyms (for instance, “kind and sad”). The differences between the groups were analyzed ($p < 0,05$). The majority of the subjects in the both groups did not suffer any difficulty in filling in the questionnaire. In the equal degree, the patients with schizophrenia and healthy subjects under test seldom admitted the co-existence of contradictory physical features in a person. However, statistically significantly oftener, the healthy subjects accepted a simultaneous presence of contradictory psychological and social features in a person. The mean values on scale “social and psychological antonyms” were 9,07 in the group of the healthy subjects and 6,02 in the group of the patients with schizophrenia. Within the psychodynamic approach, that corresponded to the widespread ideas of polarization and dissociation of the “good” and “bad” Self-and object-representations in patients with schizophrenia.

QUALITATIVE SELF NON-INTEGRATION PHENOMENA IN REPERTORY GRIDS OF ADOLESCENTS WITH EATING DISORDER

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Background: for teenagers with eating disorders are characterized by social isolation, perfectionism, obsession, sense of self inadequacies that can be seen as reinforcing super-value of control over food consumption and one-sided fixation on looks in self-rating. The method of repertory lattices can be used to investigate how the patient "constructs" view of himself in comparison with other people, as well as serve the basis for intervention programs aimed at the development adequacy and flexibility of such assessments.

Methods: a modified method of Kelly's repertory grid was used. The method was aimed to study how people form beliefs about themselves and significant

others by assessment of average distances between aspects of self, adults and peers according to the method of Makhoulf-Norris and Norris [Makhoulf-Norris & Norris, 1972]. The study was conducted in the clinic "Center for ED research in Moscow CIRPP». 23 adolescent girls with eating disorders, 19 patients with anorexia nervosa, 6 of whom have a history of bulimia episodes, and 4 patients with nervous bulimia was examined during the study.

Results: The phenomenon of "self non-integration" is quite rare for the norm [Makhoulf-Norris and Norris, 1972], but often occurs in subjects of the study. This was found in 35% of lattices.

A phenomenon we named "inversion of the trajectory of development", founded in 48% of lattices, that consists of the distance from "I" to the "I ideal" increases, "I ideal" becomes unattainable, was found during assessing the average distances between the aspects of self. Although, in the normal case this distance reduces. Also, the distance from "I actually" to "which I will probably become" should generally be less than the distance to "which I would be".

Conclusion: study of the peculiarities of self-representation of patient informatively reflects the impact of the disease on the personality. It can provide goals for intervention during treatment process. Further study of discovered phenomena is proposed to understand their origin and dependence/independence on the features of the ratio of elements in the role list in repertory lattices, as well as to analyze the consistency of ideas about themselves in the time perspective.

A TEACHER-FAMILY CONSULTATION APPROACH TO SCHOOL-BASED SUPPORT AND INTERVENTION

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Advances in school psychology and mental health highlight that effective teacher-family engagement can result in improved educational, socio-emotional, and behavioural outcomes for young people. School-based collaborative consultation and systemic intervention strategies are particularly relevant in responding to the contextual demands and paucity of mental health resources in developing countries, such as South Africa. The objective of the current study was to explore the application of Adelman and Taylor's (1979, 1983, 2010) Initial Assessment and Consultation (IAC) family collaboration model by teachers, as a strategy for school-based support and intervention in South African schools. The IAC approach represents a paradigm shift from the reductionist individual deficit orientation to an interactional family empowerment approach to psycho-educational support and intervention. This shift aligns with the contextual needs and education policy reform initiatives in post-apartheid South Africa. The IAC model has been researched, adapted, and applied in psychology professional training programmes at the University of the Witwatersrand; however, this exploratory descriptive research was the first study of the IAC approach that has been extended to a school setting. Using a mixed-

methods data collection procedure, the study explored the views of parents and learners of the IAC shared problem-solving procedure. Methods of data collection included 4 focus group interviews with 44 parents/caregivers and the administration of pre-post-intervention questionnaires to 72 learners. Eighteen schools from under-resourced South African communities participated in the research project. Findings of the thematic content analysis of qualitative data revealed that despite the challenges described, parents felt that they had actively participated in the problem-solving and decision-making process concerning their children. They also expressed that several of the identified concerns raised during the IAC consultation sessions had been addressed. Paired t-test results showed significant improvements in learners' views regarding their homework, behaviour, and family interaction. While more extensive research is recommended, the findings of this exploratory study suggest that the IAC is a flexible and adaptable approach which can potentially be applied within diverse socio-cultural school settings to foster teacher-family engagement and collaborative team practices.

PSYCHOLOGICAL WELL-BEING OF WOMEN DURING PREGNANCY

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As directions of women's possible development during pregnancy, we distinguished (2013, 2017): 1) "healthy personality development" of a pregnant woman; 2) development, accompanied by woman's voluntary termination of pregnancy (making a decision to abort a pregnancy); 3) "adaptive"-to-pregnancy development. The success / failure of the development of a pregnant woman in each of these directions are influenced by its own group of factors. The empirical base included: a) data from the Clinic of Obstetrics and Gynecology of I.M. Sechenov First MSMU, b) database, collected by the results of an anonymous survey of women-"containers" via the Internet. The total sample size (taking into account the preliminary pilot study) is 569 women (369 pregnant women; 100 – after the abortion; 20 – in the postpartum period; 73 women for whom the topic of pregnancy was irrelevant during the period of the survey; 2 groups of pregnant women: aged from 20 to 30 years – 25 women, and from 40 to 44 years – 25 women). All women were medically classified as healthy. To solve the empirical research tasks, the following methods were used: (a) questioning; (b) interviewing; (c) observation in

the workplace; (d) a set of psychodiagnostic methods (Karlinskaya I.M., Khanina I.B., 2001, 2011) to identify the level of person's self-actualization, mental states, self-understanding and interaction with the social world; e) standard psychodiagnostic methods to assess the life quality of the subjects, quantify the positive or negative impact of the body image on the life quality, measure trait and state anxiety, study differential emotions, assess mental activation, interest, emotional tone, tension. According to the results of our empirical research, we identified the conditions (physiological, psychological, social) for satisfying the needs significant for a pregnant woman, which are accompanied by certain psycho-emotional states. Pregnancy as the actualization of female body capabilities can be both congruent and incongruent with the development level of woman's personality, which will also affect her psycho-emotional state as an indicator of her state of well-being / ill-being. The quality of pregnant woman's emotional states, self-understanding and interaction with the social world depend on the level of her self-actualization (on the state of her spiritual sphere).

SOCIAL FACTORS OF STUDENT'S EMOTIONAL WELL-BEING

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The overall purpose of our research: identification of the relationship between mental and social well-being of the individual. The research involved 351 students of I.M.Sechenov First MSMU. The following psychodiagnostic methods were used: structured version of TAT for measuring the affiliation motive, Izard's differential emotions scale, SAM, the questionnaire by Pluchek, sociometry, autosociometry, UCLA loneliness scale, and the questionnaire developed by us. The data of the empirical research of the dependence of the level of person's emotional tension (E) on the relationship between the actually (Irs) received (information about the sociometry results was communicated to him/her) and the desired (Ids) result of his/her communication, as well as on the activation of the intrapsychic defence mechanisms allow us to state the existence of such dependence. For students with a high level of the need for communication that we study, the regression line of the random variable E by (Irs – Ids) has the form of a hysteresis curve, the upper branch of which corresponds to the dynamics of emotions appearance, and the lower one corresponds to

the dynamics of their decline due to the activation of intrapsychic defence mechanisms. The size of the area enclosed within the hysteresis curve increases with increasing need and decreases with its decrease. At the same time, for students with a low level of the studied need, the regression line of the random variable E by (Irs – Ids) is close to some straight line passing near the origin of coordinates (the type of the relationship between E and (Irs – Ids) is close to the one discovered by P.V.Simonov, 1970). A part of the emotional tension caused by dissatisfaction or not enough satisfaction with the person's actualized need remains in the person despite subjective psycho-emotional well-being, achieved due to the unconscious activation of the intrapsychic defence mechanisms (the presence of residual tension is demonstrated by the area enclosed within the hysteresis curve – in electrical engineering, hysteresis curve demonstrates the saturation of the system with energy, then the release of the energy from it; the area within the hysteresis curve indicates that although the system is discharged, some of the charge remains in it).

THE FACTORS INFLUENCING THE GROWTH OF LOOKISM: APPEARANCE PERFECTIONISM, SATISFACTION AND CONCERN WITH APPEARANCE

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One of the prominent tasks of the psychology of physical appearance is to investigate the factors influencing the growth of lookism accessibility during communication. The researchers stress various cultural, social-psychological, and personality factors that impact lookism (Pogontseva, 2017; Rumsey & Harcourter, 2009; Swami & Furnham, 2009). In spite of the central role of physical appearance in lookism development little research was conducted scrutinizing the interplay of appearance perfectionism, satisfaction and concern with own appearance in these processes. Named socio-psychological and personality aspects reflect the importance and functional value of physical appearance as well as an individual's attitude towards own appearance. In the frameworks of developed approach (Labunskaya & Drozdova, 2017) a complex structure of physical appearance as well as connections between its different components are considered. Further on we suggest that in contrast to the concept of bodily perfectionism (Arina, 2009; Tarhanova & Holmogorova, 2011; Tarkhanova, 2014; Yang, 2012) the concept of appearance perfectionism is more suitable due to wider range of appearance components incorporated (K. Srivastava, 2009), for example, direction of perfectionism tendencies, attitude towards

appearance including satisfaction and concern with own appearance. Therefore, we define lookism accessibility as tendency to physical appearance change. Interplay between appearance perfectionism and satisfaction and concern with appearance impact the tendency to appearance change as indicator of lookism accessibility growth. The participants were 41 males and 82 females aged from 20 to 35. The questionnaire "Attitudes towards Own Appearance: Satisfaction and Concern" consisted of three scales: 1) "Concern with Appearance"; 2) "Satisfaction with Appearance"; 3) "Tendency to Appearance Change" (Kapitanova & Labunskaya, 2014) and the Appearance Perfectionism Scale (APPS) (Srivastava, 2009) were administered. The correlation between appearance perfectionism, satisfaction and concern with appearance is significant. Appearance perfectionism and satisfaction with appearance are associated with tendency to appearance change. The growth of lookism accessibility during everyday interaction defined as tendency to appearance change is dependent on interrelations between appearance perfectionism and satisfaction with appearance. This study is conducted in the frameworks of the research project № 17 1801260 supported by Russian Science Foundation.

EXPLORATION OF EEG CHARACTERISTICS DURING THE PERFORMANCE OF SHOOTING EXERCISES IN EXPERIENCED ARCHERS

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The goal of the study was to investigate dynamics of EEG characteristics (dynamics of dominant and average frequencies of theta-, alpha, low (LF) and high (HF) beta-rhythms) during the performance of various archery exercises in experienced athletes. The next exercises were used: mental representation of a shot (imagery), motor imitation of a shot without a bow (motor imagery, MI), real archery shot (real shot, RS) and aiming from a bow without a shot (aiming).

11 athletes of the junior national Russian team were participated in the study (average age – 17). EEG recording was performed using 16 channels. For the analysis of theta-rhythm were used the F3, Fz and F4 channels, for alpha rhythm – P3, Pz and P4, for LF and HF beta rhythms – the C3, Cz and C4 channels.

The athletes performed each exercise for 6 times in appropriate order. EEG recording was carried out throughout the exercises. Statistical analysis was carried out between rest state with open eyes and each shot (or imagery shot) during exercises also with open eyes.

The most significant changes in EEG during the shooting exercises were observed in alpha-rhythm (P3 and Pz) and HF beta-rhythm (C3) almost for each trial. Significant increase in

frequencies were observed mainly in left hemisphere.

Average values of dominant (DF) and average (AF) frequencies of alpha- and beta-rhythms for the appropriate exercises (rest state, imagery, MI, RS, aiming):

alpha (P3): DF – 9,4; 10,1; 11,46; 11,64; 11,37; AF – 9,96; 10,51; 11,51; 11,4; 11,5;

alpha (Pz): DF – 9,8; 9,2; 11,67; 12,09; 11,75; AF – 9,7; 10,51; 11,4; 11,4; 11,4;

beta (C3): DF – 22,2; 21,96; 25,1; 25,11; 26,71; AF – 24,76; 25,13; 26,15; 26,13; 26,45.

Thus, archery shooting exercises are associated with increasing of attention (beta-rhythm) and at the same time with capacity and speed of informational processes and also with relaxation (alpha-rhythm).

It's interesting that EEG dynamics during motor imagery was as similar as during real shot. Thus, motor imagery can be used as an additional form of training in archery sports, allowing to change the brain activity in certain way more rapidly, and thereby to provide more effective training process of athletes.

The work was done under financial support of the grant 19-78-10134 of the Russian Science Foundation

5-HTTLPR POLYMORPHISM OF THE SEROTONIN TRANSPORTER GENE PREDICTS SENSATION SEEKING BEHAVIOR. THE EEG STUDY

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The goal of the study was to investigate the relations between sensation seeking behavior with genetic and electrophysiological (EEG) characteristics of the person.

36 right-handed male (age 24+/-6) without any mental and neurological diseases were divided into 2 groups depending on the presence of S-allele in the 5-HTTLPR polymorphism of SLC6A4 gene associated with serotonin transporter. Group «S+» included 18 subjects. Group «S-» included also 18 subjects.

EEG recording was performed using 256 channels. The groups were compared by two EEG parameters: individual alpha frequency (IAF) – the frequency in alpha-rhythm range (7-14 Hz) where the maximum power is observed, and index of functional state ($IFS = (\alpha + \sigma) / \beta$). IAF and IFS were measured and averaged in five separate brain regions (frontal (F), central (C), temporal (T), parietal (P) and occipital (O)) for both hemispheres.

Statistical analysis showed significant differences between groups «S+» and «S-» in "Sensation seeking scale" (SSS) scores as well as in EEG parameters.

SSS consist of 4 subscales: Thrill and Adventure Seeking (TAS), Disinhibition, Experience Seeking

(ES), and Boredom Susceptibility (BS). In SSS questionnaire «S+» group showed much more higher scores on the following scales: TAS ($p \leq 0,02$); ES ($p \leq 0,015$); BS ($p \leq 0,034$).

EEG results showed lower IAF values at «S+» group. Significant differences were observed only in the left central region (9.49 Hz vs 10.04 Hz). EEG results also showed lower IFS scores for «S+» group in almost all areas of the brain: left hemisphere – F ($p \leq 0,026$), C ($p \leq 0,046$), P ($p \leq 0,011$), T ($p \leq 0,013$), O ($p \leq 0,021$); right hemisphere – C ($p \leq 0,019$), T ($p \leq 0,026$), O ($p \leq 0,013$).

This results can mean that the «S+» group is characterized by a predominance of slow wave activity compared to «S-» group and accordingly less activation of the cerebral cortex.

Thus it can be supposed that S-allele in the 5-HTTLPR polymorphism of SLC6A4 gene is associated with less activation of the cerebral cortex and tendency to have more risky behavior to increase this activation (risky sports, travel, change of residence and social environment).

The work was done under financial support of the grant 19-013-00951 of the Russian Foundation for Basic Research.

EFFECTS OF MINDFULNESS ON EMPATHY AND SELF-COMPASSION: AN ADAPTED MBCT PROGRAM ON FILIPINO COLLEGE STUDENTS

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Attending college is meaningful for many young adults (Wilt, Bleidorn & Revelle, 2016). This period is marked by physical, emotional, and psychological changes that can have both positive and negative effects on college students. The last two decades has seen an alarming increase in the number of college students who suffer from mental health conditions such as depression, suicide, anxiety and alcohol abuse (Kirsch, Doerfler, & Truong, 2015). It is recommended that actions to support the students' wellbeing must be creative and evidence-based (Greeson, et al., 2014). Research suggests that a mindfulness-based intervention may be an effective strategy to address mental health conditions among college students. This study examined the efficacy of an adapted Mindfulness-based Cognitive Therapy (MBCT) Program that was implemented in a classroom setting in the Philippines and to explore how mindfulness practice can affect empathy and self-compassion on senior Filipino college students aged 19-22 years old. Two classes were used to compare the effects of mindfulness

intervention. One class underwent the adapted MBCT program while the other class underwent the same kind of class without mindfulness interventions. Self-report measures of Five Facet Mindfulness Questionnaire (Baer et al., 2006), Perspective Taking subscale and Empathic Concern subscale of Interpersonal Reactivity Index (Davis, 1980), and Self-compassion scale-short form (Neff, 2011) were administered before undergoing the adapted MBCT and after the program. After going through the adapted MBCT, college students' mindfulness significantly improved. Empathy and self-compassion also significantly improved after undergoing the program. This corroborates previous studies done on mindfulness and its efficacy with adolescents and suggests how mindfulness practice can improve empathy and self-compassion with Filipino college students. It provides a promising groundwork for the emerging interest and research in Asia particularly the Philippines on how the practice of mindfulness can help with mental health of college students.

THE ROLE OF PARENTAL ASSESSMENTS OF PHYSICAL APPEARANCE IN THE FORMATION OF "LOOKPHOBIA" IN YOUNG PEOPLE

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Currently, in psychological science there is an interest of researchers to the persons' experiences associated with the assessment of their physical appearance (PA). We can talk about such a phenomenon as a "lookphobia", which is an obsessive fear of evaluation of one's appearance by other people, especially in the situations of increasing its importance and value (Labunskaya, 2016). Questions about the role of the significant environment in the emergence of this phenomenon are relevant.

The aim of our research is to study representations of young people with "lookphobia" (a high degree of PA concerns) about parental assessments of their PA. To determine the degree of concern about PA, we used the scale "Concern" from the questionnaire "Attitude to one's physical appearance" (Labunskaya, Kapitanova, 2017). The representations of boys and girls as to the assessment of the components and characteristics of their PA by the parents were revealed using a modified version of the method "Assessment and meaningful interpretation of the physical appearance and its conformity to gender and age constructs" (Labunskaya, 2009).

The representations of young people about parental "rating" of their PA were examined separately as to fathers and mothers.

Among the participants of the study (62 respondents, aged 16-17 years) a group of girls with lookphobia was found. Between them and the rest of the study participants were found significant differences in the representations about the evaluation of their PA by parents: assessment of the face and physique by father ($p \leq 0.05$), evaluation of the PA by father ($p \leq 0.01$), and evaluation of the PA by mother ($p \leq 0.05$), evaluation of the PA attractiveness for the opposite sex by father ($p \leq 0.01$). It turned out that the girls with lookphobia believe that parents do not appreciate their PA highly (especially their fathers). It can be concluded that parental assessments of the PA of their children may contribute to the emergence of "lookphobia". Parents' negative assessments and comments may lead to the formation of children's critical attitude to their PA, to "fixation" on its real or fantasized defects and to the suffering associated with their low self esteem of PA.

The study was supported by the Russian Science Foundation, project № 171801260

FEATURES OF THE LIFE WORLD OF MIGRANTS AS THE SUM OF THEIR IDENTITIES

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The aim of the study is to investigate different psychological aspects of life-world as a sum of identities among representatives of different cultures and age groups.

This is a pilot study. In this study we will focused in respondent groups of young migrants, including those who arrive in Russia from neighboring countries and beyond.

The methodological foundation of the study is the system-anthropological psychology approach and some concepts of psychology of migrants (Zotova O.Yu., Carpentier & Sablonnière, Esses).

The methods used in the study included different questionnaires and interview. The data obtained were processed with the help of content analysis and statistical methods. We use three levels of analysis of the life-world of migrants: country, city and institute. These systems encompass those identities which undergo maximum transformation in life-world of young migrants and impact on their self-fulfillment.

Results. There are different migrant groups in age 16-30, including those who arrive in Russia from neighboring countries and beyond, took a part in the study.

The preliminary results show that different groups of respondents feel varying degrees of dissonance in emotions and mental constructions for example due to their parent family and native language group. Migrants from mixed marriages and native speakers of the host country language feel less stress. Moreover, identifying oneself as a student becomes an opportunity for self-regulation and effective self-fulfillment.

Main data of research will be presented across all outcome measures on different samples.

Conclusions. The findings will be used to educational and psychological support of migrants.

PERSONAL PECULIARITIES OF ENTREPRENEURS OF DIFFERENT GENERATIONS

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Background. It's a part of cross-cultural research of young people belonging to the generation of "Millennials" in the Russian and Bulgarian samples, who are involved in entrepreneurship, and here are the results obtained on the Russian sample.

Aim. The aim of the study was to identify and describe the personal characteristics of entrepreneurs of different age groups (generations).

Methods. The methodological foundation of the study is the system-anthropological psychology approach. The research methods used are: the method of investigation of personal potential, value orientations questionnaire and interview. There were 184 high-school students and 160 mature entrepreneurs who took part in the study.

Results. The results of the research show that young entrepreneurs are focused on

achievements and are open to experience. They value individualism and independence, but at the same time they understand the need to build high-quality, long-term relationships with others. The latter feature is characteristic of young people and is practically not expressed among the representatives of more mature age and the X and Y generations.

The last ones perceive entrepreneurship as the scope of self-realization. The work in social or innovative entrepreneurship helps them to translate higher values into reality. As a result we were able to identify three types of entrepreneurs and three types of personal potential profiles that correlate with the indicators of successfulness of business.

Discussion. The results of this research helped us to develop coaching programs and use them in practice.

ORTHODOX ORIENTED PSYCHOLOGICAL CONSULTING IN CONTEMPORARY RUSSIAN SOCIETY

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Psychologists cannot change the situation, but they can help change attitudes towards it, understand spiritual reasons and sources. Comparative analysis of quality, structure and content of the process of psychological consulting reveals basic distinctions in approaches between Orthodox and non Orthodox psychologists. Orthodox oriented psychologists in dealing with human life feel awe, as they treat people not as clients or patients, but as the owners of the greatest Charisma – the relic of the soul that is the image and likeness of the Creator.

Consulting psychologists are obliged to know well both the body life and the person's spirit.

Spiritually-oriented psychologists use the best achievements of world psychological science and the heritage of holy fathers to lead to

understanding of the purifying psychotherapeutic effect of confession and communion, not trying to replace them by psychological help. Any spiritual-oriented counseling is a meeting and interchange of the two souls, moving from darkness to light, from unbelief to belief, from suffering to gladness. Universally each person is responsible for committing sins. What helps avoid a sinful act? Remember that sinful intoxication of the whole world is increased by adding to the accumulation of planar evil. However Orthodox psychology is optimistic and life-affirming, and emphasizes that just as sin poisons the world, so repentance cleanses the world by kindness and love. The secret of professional success of Orthodox psychologists is as following: 1) live in harmony with God and oneself; 2) heal your soul by confession and communion; 3) be worthy of the name of Orthodox Christian and psychologist.

THE DEFINITION OF CYBERPSYCHOLOGY: GAMES COMPUTERS PLAY

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Background: If psychology is the science of the mind, does it mean that CyberPsychology is the science of the digital mind? Does the digital realm has become a human habitat in its own rights? The answer today is a distinct "yes." We define CyberPsychology as the science of digital humans, a recent phenomenon, that emerged as a direct result of human multilevel engagement with artificially designed computer-generated reality (Libin, 2001, 2005). The CyberReality is not just a replica of our earthly world, it exists through specific physical embodiment through the ever-growing body of the hardware, psychological space shaped by peoples' interactions, and societal forces defined by the impact the information makes on global society.

Methods: Evidence-based analytics derived from more than 3,000 peer-reviewed articles, research reports including think tanks outcomes disseminated as books and white papers, diplomas and PhD thesis, industry reports, and mainstream news narratives in English, Russian, French, German, Spanish, and Chinese on the subject of physiological, psychological, and socio-cultural effects produced as a result of computerized technologies impact on individuals, groups and large communities. This is an ongoing crowdsourcing effort originated in 1983 and continued through network-based open source international collaboration.

Findings: Four distinct patterns emerged, describing the following core elements of the CyberPsychology as a scientific inquiry, university discipline, and everyday reality framework: psychosocial competence including self-

management of one's own identity, coping with negative consequence of digital immersion, CyberSecurity as it relates to personal and societal safety, and CyberEthics.

Discussion: Well-being – security;

COPING INTELLIGENCE VS ARTIFICIAL INTELLIGENCE: WHO'S TURN IS NEXT?

Elena Libin

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Background: Coping Intelligence is defined by a broad repertoire of life skills essential for successful management of everyday challenges in order to sustain individual and social well-being (Libin, 2003, 2019). A concept of Artificial Intelligence (AI) evolves from the notion put forward by Marvin Minsky (1959), who defined AI as *"the science of making machines do things that would require intelligence if done by men."* We investigate decision-making in the real-life context, focusing on the criteria that differentiate decisions based on human intellect from algorithms programmed into AI.

Methods: A cross-cultural mixed-methods study on children and elderly interacting with social robot characterized by advanced artificial intelligence and synthetic sensory feedback. More than 300 participants of different age, gender and life experiences in USA, Russia, Ukraine and Japan were involved since 2001 with our project, funded by Coping Intelligence Institute (USA).

Findings: AI algorithms despite their programming complexity were extremely limited in their capacity to adopt to the multidimensional

complexity of challenges presented by real-life situations. Human communication with the robot, as well as any interactions with the AI system by that matter, are shaped by our personal experiences and world-views. In fact, the very way we deal with so called "smart" gadgets of any level of complexity, serves as a litmus test, or, to be more specific, a projective psychological assessment, thus revealing coping or destructive strategies in managing life difficulties.

Discussion: The results suggest, that an attempt to replicate a broad repertoire of interactive strategies, offered by human coping intelligence, with the programmed, AI-based, responses, is doomed by default. Even the most advanced technology can not compensate for the lack of human ability to cope in real world situations. Our communication is not based on "trigger – response", or "stimulus-and-response," model, similar to how it is done in systems guided by an artificial intelligence. There is always a mediation of our interactions with the world by a coping intelligence – a tool, suggested by Nature and nurtured by Society, in order to solve any real-life problem with human touch.

ACADEMIC PERFORMANCE AND ITS RELATIONSHIP WITH PERSONALITY AND EMOTIONAL INTELLIGENCE IN EDUCATION STUDENTS

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Abstract. Academic performance and its relationship with personality and emotional intelligence in education students.

A study was conducted with students of the Faculty of Education of the University of Zaragoza to see the relationship between personality and emotional intelligence in students of the Degree of Education and its impact on

academic performance. The EPQ-R, a personality test, and the TMSS24, which measures emotional intelligence, were used. In turn, a clinical personality questionnaire (PNP) was also passed to rule out any type of mental disorder. The results revealed the relationship of Personality and emotional intelligence with academic performance.

TO THE ISSUE OF THE METHODS OF STIMULATING THE MOTIVATION OF TEACHING STAFF OF HIGHER SCHOOL

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The work of teaching staff often becomes the object of various studies in the context of increasing its efficiency, which can be achieved by increasing the motivational potential of the teacher. The motivation of the teacher has a complex nature, which is emphasized by domestic researchers, for example, A.D. Griega, I.A. Orliitskene, K.V. Khudyakov say, that there are four aspects of motivation, two of which relate to internal characteristics – employee behavior and personality type, as well as two aspects related to external motivation – management methods used by the manager and the procedural approach [1]. An important aspect is the ways to increase motivation, which can be divided into two large groups: tangible and intangible and their impact on the motivation of labor.

In the experiment in 2010, test persons were asked to perform both mechanical and complex cognitive tasks [2]. The system of material rewards gave motivation for more efficient performance of mechanical tasks. The learning process, in its essence, is cognitively challenging, therefore, intangible rewards have a significant effect. However, it does not diminish the value of material incentives for motivation. A general increase in the basic salary of teachers is necessary, so money does not act as a deterrent when applying for a job. It can be said, that the non-material incentives for the motivation of higher school pedagogical specialists play more significant role than the material one. At the same time, creating of the system of combining methods of material and non-material motivation will be more right way.

PROBLEM OF EATING BEHAVIOR MEASUREMENT

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Eating behavior is related to food choice and motives, feeding practices, eating-related problems and disorders. It is a complex phenomenon, regulated by physiological and psychological mechanisms. Biological sciences actively study central and peripheral mechanisms of eating behavior. But psychology is interested in studying of cognitive, personal, emotional and social aspects of eating behavior realization. One of a serious research concern is a lack of validated and reproducible on different samples russian questionnaire, capable for identify and measure different types of eating behavior. To date, there are several questionnaires for eating behavior "measurement": Restraint Scales (RS) by Herman & Polivy (1980); Eating Attitudes Test (EAT-26) by Gerner et al. (1982); Binge Eating Scale (BES) by Gormally et al. (1982); Eating Disorders Inventory (EDI-1) by Garner et al. (1983), Three-Factor Eating Questionnaire (TFEQ) by Stunkard & Messick (1985); Dutch Eating Behaviour Questionnaire (DEBQ) by Van Strien et

al. (1986); Bulimic Inventory Test, Edinburgh (BITE) by Henderson & Freeman (1987); Bulimia Test-Revised (BULIT-R) by Thelen et al. (1991); Food Neophobia Scale (FNS) by Pliner & Hobden (1992); Child Feeding Assessment Form (CFAF) by Birch et al. (2001); Eating Pathology Symptoms Inventory (EPSI) by Forbush et al. (2013). But most of them demonstrate problems with reproducibility of factor structure and with construct validity. One other problem is a lack of quality adapted questionnaires on russian language, based on language- and cultural related features (some are just translated in Russian). Another problem is related to dominance of clinical researches of eating behavior, without interest in psychological mechanisms of regulation of "normal" eating behavior. Thus, construction of reproducible on normal and clinical samples cultural sensitive questionnaire may be a current objective for psychology.

NEUROTIC SYMPTOMS, THEIR DIFFERENCES BETWEEN MEN AND WOMEN

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We will not make any discovery saying that neurosis is the most common psychological disorder of our time. Although the term neurosis came out of circulation as a disease, but since it is still widespread in society, we decided to preserve the collective name of the group of disorders in our speech.

As we all know, almost all types of neurosis are accompanied by symptoms of the vegetative system. The most common symptoms include dizziness, headaches, noise in the ears, mouth dryness, constriction of throat, pain in the limbs, palpitation, pressure, nausea, abnormal abdominal sensations, a feeling of unreality, fever and non-somatic manifestation of insomnia, absent-mindedness, memory loss and so on.

Today we focus on the following key point:

Despite the challenges of our time, the tendency to create open societies, and Western orientations that are against the distinction between "sex", "gender" or similar words and expressions, we had the courage to separate the difference in neurotic symptoms between women and men.

It is accepted that there are three main types of internal conflicts:

A) hysterical (increased demands on the environment)

B) obsessive-psychasthenic (the conflict between needs and responsibilities)

C) neurasthenic (increased demands on oneself)

Recent 7-year studies have led to the following patterns, in which the hysterical type of conflict prevails in women, in a neurasthenic conflict men predominate. This is due to differences in the mentality of women and men, as well as differences in their upbringing and lifestyle. And the obsessive-psychasthenic type of conflict is mixed.

And it is not surprising that every type we have separated is characterized by its own symptoms. In particular, the hysterical type that occurs in women is characterized by cardiovascular-related symptoms (palpitation, pressure, tachycardia, nausea), and abnormal feelings in the abdomen, constriction of throat and pain in the limbs. In the case of a neurasthenic type of conflict, which men are more likely to have, the symptoms are more associated with limbs, such as dizziness, headaches, noises or sounds in the ears, mouth dryness, pain in the limbs.

THE DECISION TO DIVORCE, MADE BY A MAN OR A WOMAN AS AN UNFINISHED GESTALT

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Deciding to divorce is a hard process for a man and a woman: it is preceded by a long-term pre-divorce phase. Over the past 15 years, couples come to psychological center "Zhesture" to understand whether or not to stay together, and overcome the divorce decision. The reasons of the decision to divorce as an unfinished gestalt are presented /n=520, nW=240, nM=280/:

- A life scenario when a woman / man continues the decision made by her mom/dad. Case, the majority of the family's women/men have decided to divorce, when there seems to be no serious reason.

In this case, gestalt therapy is directed towards the consciousness of the woman/man's own life scenario and taking control of their life. The effectiveness of therapeutic interventions is about 75% for women and 68% for men.

- An incomplete feeling till the marriage, when a woman/man does not finish the previous relationships, they create a new family, moving here the incomplete emotions of their previous relationships.

In this case, gestalt therapy is aimed at ending the previous relationship, overcoming hurt, guilt, and other negative emotions. The effectiveness of therapeutic intervention is 50% for women and 50% for men.

- The rejection of the father/mother's image when a woman/man runs away from dad to other man, or changes their mother to another woman, but cannot accept the image because they try to satisfy the needs which had from the father/mother.

Gestalt therapy is aimed at accepting a man's image of a woman, not looking for a father in the opposite sex. The effectiveness of therapeutic interventions is 78% for women and 52% for men.

Studying the cases of divorced women applying to psychological center "Zhesture", the failure or delay in divorce decision was mainly due to the following circumstances:

- The public opinion which is different for women and men-12%.
- Fear of the future, how will I continue to live - 21%.
- Fear of adaptation to new changes or losing the comfort-25%.
- Avoidance of responsibility, failure to make a decision - 11%.
- Woman's sacrifice- 31%.

SPEECH IMPACT AS THE MAIN STRATEGY IN THE ADVOCATE'S SPEECH

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This presentation discusses certain speech impact strategies, focusing particularly on psychological and linguistic factors that are used by advocates during defense speeches.

Speech impact is a targeted communication that aims to change the object's consciousness, the world-view model, and / or control the behaviour.

The speech Impact Strategy is perceived as a way of using information that aims to alter the behavior of the object in the direction previously planned by the subject of the speech impact.

In defense speeches, the influence is not bending to another's will, it involves motive and conscious evaluation of the significance of the struggle. The effectiveness of the impact through persuasion is associated with the modeling of the subject of the addressee's field of consciousness without changing the significance of the field. It gives an opportunity to present the case in a rhetoric favorable perspective, appealing to particular strategies of some values and generating sensitivity in the auditorium, using the meaningful saturation of natural language units. Therefore, both the collection of the arguments and the techniques of persuasion are important.

The main structure of the personality are connected with the role essence. Personality is considered as a combination of its social roles. According to these views, a person never remains "just a man", but always acts in one or another role, is a carrier of certain social functions and social standards. These roles are considered in three plans:

- In the sociological - as a system of role expectations, i.e. a role model set by society, which is of great importance for the formation of a person's personality and the mastery of social roles;
- In the socio-psychological - as the execution of the role and implementation of interpersonal interaction;
- In the psychological - as an internal or imaginary role, which is not always realized in role-playing behavior, but in a certain way influences it.

The advocate, based on his intended purpose, changes his masks to the audience by selecting a unique and typical mask from his arsenal to upgrade the overall memory of the audience.

FORMS OF MANIPULATIVE BEHAVIOR IN CHILDREN AS A RESULT OF INTRAFAMILIAL CONFLICT

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The family is the micro-social environment in which a new generation is being formed. Not only the result of public relationships: the individual is born and brought up in the family, but also a person with psychological features and peculiarities. The family is a system that has become the subject of one of the branches of family therapy: systemic psychotherapy in recent years.

During the 2011-2019 period, 520 families in the post-divorce stage were examined at the psychological center "Zhesture". Initially, we've studied family histories of the couples, cases, types and causes of conflicts, common patterns, how couples decide to divorce after family conflict, and what psychological impact it has on children. Couples presented their story, from acquaintance to divorce, and completed the Wiesbaden questionnaire, Dubrovskaya's "Family Conflict Diagnostic Method", drew Projective Test "My Family". As a result, it turned out that there are legitimate causes in the form of manipulations - man-child, woman - everything, hidden goals and so on. All couples had a sentence of divorce and the court needed to find

out why the children didn't have normal contact with one of their parents. All couples who came to our center were sent by the court, as their children had a conflict with a parent with whom they didn't live. Based on the results and psychological analysis, we found out that after a long conflict and difficult divorce process, children become an instrument in which parents continue to apply familiar types of manipulation.

Thus, as a result of our theoretical analysis and research:

1/ If the wife was the victim of the marriage, she always represented herself as a victim, and in her subsequent behaviour she continues to influence the children that she is the victim, because their father made her so. As a result, we have a manipulative child accusation against their father.

2/ If a married man is a neurotic, demanding, overburdened and at the same time a moral preacher, after the divorce, he necessarily declares that his wife is immoral, always betrayed and/or he was sure that his wife always wanted to betray him.

FEATURES OF DIGITAL SOCIALIZATION IN DIFFERENT GENERATIONS

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The research is devoted to the study of the features of digital socialization understood as mediated by all available digital technology process of mastering and appropriating a social experience acquired in the online contexts, the reproduction of this experience in mixed offline/online reality and shaping digital personality as part of a real personality.

The sample included 1553 adolescents 12-17 years old and 1219 parents from 8 Federal districts of the Russian Federation. In accordance with the indicators of digital socialization, the questionnaires included blocks of questions devoted to the digital world image, perception and exchange of information, communication with the living and non-living elements of the online space, online consumption, as well as social-cultural, psychological and technical aspects of e-devices use.

The paper presents some of the findings of the study. Among adolescents there is a mass and earlier mastering of hi-tech arsenal of new cultural means – the personalized mobile e-devices. Overtaking parental user activity, the duration of the child's online presence increases. Adolescents master digital space actively, independently and spontaneously and use it as a

communication platform and a source of developing, educational and entertainment content. For adolescents, social networks have become an important platform for self-presentation, mastering various social roles, experimenting with identity and self-realization. Compared to their parents, adolescents are actively increasing their social capital through online contacts, including weak connections of subscribers and «unfamiliar friends». Thus, online chronotopes, as spatial-temporal configuration of Internet use, differ between adolescents and parents. Online immersion leads to encounter with new difficult life situations – online-risks. However, parents are often not sufficiently aware of such experiences and do not have the appropriate strategies to provide the necessary support. The digital gap between generations of children and parents reduces the universality of the adult figure and its role in child-parent relations. The digital competence of children and parents increases, but if parents have high level of knowledge with a lack of skills and responsibility, then adolescents, on the contrary, have higher skills and responsibility, but knowledge and motivation "lag behind" skills.

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THE RELATIONSHIP BETWEEN THE FEATURES OF INTERCULTURAL EXPERIENCE AND CULTURAL INTELLIGENCE

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The research is devoted to the study of the relationship between the features of intercultural experience and cultural intelligence (CQ) as individual capability to function effectively in culturally diverse settings. According to the concept of C. Earley and S. Ang, cultural intelligence consists of 4 factors: metacognitive, cognitive, motivational and behavioral.

The sample included 1545 respondents, 67.8% women and 32.2% men (mean age 28.46 ± 11.82 years) from 10 cities of Russia. The research methods included various psychodiagnostic tools, in this paper we use only the data of 1) author's questionnaire devoted to intercultural experience and 2) Russian version of Expanded Cultural Intelligence Scale (Soldatova, Chigarkova, Rasskazova, 2018).

The study of the relationship between the features of intercultural experience and cultural intelligence showed that the intensity of communication with representatives of other nationalities is weak connected with CQ ($r = 0.15$, $p < 0.01$). More strong patterns are obtained in the relationship of CQ and intercultural social capital: the more representatives of other nationalities

among friends and colleagues, the higher CQ in general ($\eta^2 = 0.09$ and $\eta^2 = 0.04$, respectively). Respondents with a higher level of CQ generally rate their success in interaction with representatives of other nationalities more generally ($r = 0.30$, $p < 0.01$). Subjective success is most closely associated with greater motivation for communication ($r = 0.35$), especially intrinsic motivation ($r = 0.36$), general knowledge of other cultures ($r = 0.26$) and control of knowledge ($r = 0.25$). Finally, CQ is associated with a more positive attitude towards the presence of representatives of different nationalities in the working and learning environment ($\eta^2 = 0.11$). The most positive attitude depends on motivation for cross-cultural interactions: both internal ($\eta^2 = 0.18$) and external ($\eta^2 = 0.10$).

Thus, not quantitative, but qualitative characteristics of intercultural interaction are associated with cultural intelligence. So it is not the intensity of intercultural contacts, but intimacy of relations with representatives of other cultures, as well as the self-esteem of the success in culturally diverse interaction and attitude to the intercultural environment, are positively connected with cultural intelligence.



XVI European Congress
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Poster Presentations

A CONSERVATIVE SHIFT PRODUCED BY DEATH-RELATED STROOP CUES

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Death is an inexorable event for any being. Unlike other species, humans become aware of this early on in their development, and this awareness influences their beliefs and behaviors. Political ideology forms a central part of the human system of beliefs by establishing the importance of roles, attitudes or statuses within a social context. Death reminders [mortality salience (MS)] can affect individuals' political ideology by: a) increasing conservatism (a conservative shift); or, b) polarizing ideology, either conservative or liberal (a worldview defense). These contrasting ideas were tested in an experiment designed and run by means of E-Prime 2.0, in which 35 Spanish volunteer participants ($M = 35.51$ years; $SD = 16.27$) performed a decision-making task with 16 dilemmas, which included 12 distracters, and 4 targets involving political issues (e.g., immigration). Prior to this, 18 of the participants had carried out a 60-trial emotional Stroop task that incorporated death-related words (in English, e.g., death; MS condition), while the other 17 participants had done the same task, but with dental pain-related words (e.g., cavity control

condition). Participants were asked to identify their political ideology on a continuum ranging from 1 (left-wing) to 11 (right-wing), and only the participants whose political ideology value (PIV) was at least 0.5 SD above or below the mean were selected. Thus, the sample was divided into a left-wing (or liberal) group ($MPIV = 2.27$; $SDPIV = 0.96$; $Mage = 35.53$; $SDage = 17.45$; $MS = 7$; control = 8) and a right-wing (or conservative) group ($MPIV = 7.89$; $SDPIV = 1.90$; $Mage = 37.56$; $SDage = 16.58$; $MS = 5$; control = 4). The most compelling finding was a quasi-significant main effect of Condition ($F(1,20) = 4.29$; $p = .05$; $\eta^2_p = .18$). Meaning, participants showed less liberal responses in the MS rather than in the control condition, both in the right-wing (.300 vs .563) and the left-wing groups (.607 vs .813). While the sample size was limited, these results support the conservative shift hypothesis regarding the effects of death reminders on political ideology, and highlight the usefulness of the emotional Stroop paradigm to induce death-related political attitudinal changes.

THE IMPACT OF MINDFUL AGENCY COACHING AND MOTIVATIONAL INTERVIEWING ON THE DEVELOPMENT OF POSITIVE LEARNING DISPOSITIONS: A QUASI-EXPERIMENTAL INTERVENTION STUDY

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The current study details the design, implementation and evaluation of mindful agency (MA) coaching and motivational interviewing (MI) interventions based on coaching psychology and learning theories in order to develop undergraduate students' positive learning dispositions, including mindful agency, academic motivation, self-efficacy, emotional intelligence, emotion regulation and meta-cognition. A quasi-experimental design was employed in the study. We recruited one active control group (n=50) and two intervention groups that received MA coaching only (n=100) and MA coaching plus MI (n=30), respectively. Repeated AVOVAs was used to analyze the pre- and post-intervention psychometric data of the three groups. The main

findings showed that significant interaction effects of time and group were observed in mindful agency ($p < .001$), self-efficacy ($p < .001$), and emotional intelligence ($p < .001$). The group received MA coaching plus MI achieved the greatest increases in most variables. Participants' improvement in mindful agency fully mediated the post-intervention increases in self-efficacy, emotional intelligence and meta-cognition. It could be concluded that mindful agency coaching and motivational interviewing are promising and highly applicable coaching approaches for undergraduate students to become mindful, resilient and self-determined learners.

INTERNET GAMING DISORDER CRITERIA: EMPIRICAL ANALYSIS AND CLINICAL RELEVANCE

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Internet Gaming Disorder (IGD) has received increased scientific attention since May 2013, and its assessment can be conducted using the nine criteria suggested by American Psychiatric Association (APA). This study examined the role of each IGD criterion using a conditional inference tree model. A total of 3,377 gamers (82.7% male, mean age 20 years, SD = 4.3 years) were recruited to the present study. In addition to collecting sociodemographic information, participants filled out the Internet Gaming Disorder Scale-Short-Form (IGDS9-SF) based on the DSM-5 criteria. The conditional inference tree model revealed that endorsement of 'withdrawal'

(criterion 2) and 'loss of control' (criterion 4) increased the likelihood of IGD by 77.77% (95%CI: 62.09-93.45) while endorsing 'withdrawal', 'loss of control' and 'negative consequences' (criterion 9) increased the likelihood of IGD by 26.66% (95%CI: 4.28-49.04). Finally, not endorsing 'withdrawal' but endorsing 'preoccupation' (criterion 1) increased the probability of IGD by 7.14% (95%CI: 1.63-12.65). Overall, these results suggest that not all IGD criteria carry the same diagnostic weight as each criterion can play a different role in the development of IGD. It is envisaged that these findings will help improve the assessment of IGD in the future.

ACCESS TO MENTAL HEALTH CARE FOR GENERAL POPULATION: THE GERMAN PERSPECTIVE

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Access to mental health care for general population is a major concern shared by psychologists in Europe and Germany. According to the Professional Association of Specialists in Psychosomatic Medicine and Psychotherapy, one third of the adult population suffers from at least one mental illness in one year in Germany. Among the most common mental illnesses are depression and anxiety. The German mental healthcare system is characterized by a large variety of providers from different medical specialties divided between in- and outpatient's services. Federal governmental analyses show increasing rates of hospital services utilization (inpatient departments) due to mental disorders (1). In spite of this high and increasing utilization rate, studies indicate considerable degrees of under treatment in Germany. The share of specialized inpatient and outpatient psychiatric services among all healthcare service utilization increased with increasing depression severity. While this reached nearly 90% of all cases in the inpatient departments, the rate only reached 45% in outpatient setting. This indicates that physicians of ambulatory care provide

services to approximately half of all severely depressed persons in Germany and means that 65% of depressed persons do not receive appropriate assistance. Where will the other persons receive their support? The psychosocial counseling centers are for example an important pillar of in- and outpatient care and an important field of work for psychologists and psychological psychotherapists. Since psychosocial counselling is the right to provide support in as many problems as possible, the counseling offers are manifold. This presentation will highlight 1. the present status of psychologists working in in- and outpatient care; 2. Depression, suicide and other mental health problems in German population. 3. Future challenges in developing mental and behavioral healthcare, with particular consideration of the work of the Association of German Professional Psychologists (in German: BDP) established in 1946 in Hamburg and represented the professional interests of established, self-employed and employed/civil psychologists from all fields of activity in Germany.

THE MAIN SPECTRUMS DIFFERENCES OF EVOKED OSCILLATIONS OF BIOELECTRICAL POTENTIALS OF THE BRAIN DUE TO CHANGES IN THE AUTONOMIC NERVOUS SYSTEM OF GAMERS

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The report presents the results of the study of the amplitude-frequency spectrum of the induced function of the bioelectric activity of the FBA brain in the range of 27-0.13 Hz, during a computer game in subjects with different types (sympathetic or parasympathetic) of the autonomic nervous system. The experiment involved 18 women aged 23-58 years. The results revealed the frequency range of the main differences in the function of bioelectric activity of the brain. The relationship between the number of errors in the game and the spectrum of FBA of gamers due to differences autonomic nervous system is revealed. Vegetative index (VI) decreased by 40% (from 2.39 to 1.42) during the game compared to the background value in subjects with the dominance of the sympathetic vegetative system. During the game there is vegetative index increased by 77% (from 0.49 to 0.89) in subjects with the dominance of the parasympathetic system. During the game there is vegetative index was increased by 77% (from 0.49 to 0.89) in subjects with the dominance of

the parasympathetic system/ This should be due to the work of brain memory structures, including the hippocampus (theta spectrum) and the work responsible for the logic of the left hemisphere. Autonomic system must to improve the blood supply of the brain and the work of the hormonal system during the game. The graph of bioelectric brain function, obtained on the complex "MAGGIE", shows that the right hemisphere works more powerfully in the subjects with the dominance of the sympathetic system. The greatest amplitude of biofunction brain reaches on segments Th12 at range of functions F3 (adrenoceptors of veins of the internal organs), F4 (nerve tissue receptors) and F5 (cholinergic receptors) of 4.72 Hz to 0.76 Hz/ The minimum of the left hemisphere biofunction of T1 segment at the frequency range F2-5 (9.37 Hz) and F4-1 (2.6 Hz) (adrenoreceptors) means that at these frequencies the left hemisphere works more powerful in the subjects with the dominance of the parasympathetic system.

MOTHER'S AND CHILD'S BRAIN STRUCTURE ASYMMETRY. NORMAL AND PATHOLOGICAL ATTACHMENT WITHIN THE DYAD

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We compared lateral indices of the postural brain asymmetry of 312 persons – adolescents and their mothers. Eye Dominance testing results, listed in two-way tables, showed significant inverse correlation of the dominant hemispheres,

which could be formed inside thalami probably as a substantial interaction. Whether mother's and adolescent's relationships will be balanced depends on mother's ability to accept her child's inverse structure of thinking. Mother's and child's

bond through the thalamus presumes that an infant (who does not have α -rhythm till 3 months old) unconsciously adjusts his thalamic pacemaker of α -rhythm to mother's α -rhythm and compensatory focuses on supporting her sensory impulses. That's why attachment is

created not through the sight, but through co-alignment of child's brain with mother's (or other person who looks after him) brain via α -rhythm. In the research we analyze attachment in families having children with cerebral palsy and early childhood autism.

“SENSATION” AND “CONTEMPLATION”: SPECULATIVE PHILOSOPHICAL DEFINITIONS AS THE SOURCE OF CONTENT FOR PSYCHOLOGICAL CONCEPTS

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The problem of revealing the psychological content of philosophical texts is discussed. Using the examples of sensation and contemplation, the evolution of knowledge about mental abilities since Antiquity is described. Philosophical descriptions are compared with modern psychological knowledge, including the results of neuropsychological research involving evoked potentials (EPs) and event-related potentials (ERP) (Suvorov, 2018). The productive potential of philosophical descriptions for the development of psychological concepts is demonstrated. The possibility of applying Hegel's speculative dialectical method to sensation and contemplation in the modeling of artificial intelligence is showed. In modern literature, contemplation is mentioned mainly in publications on aesthetics, religion, and psychotherapy. In psychology, the following appraisal can be found: "Contemplation is a rarely used term in modern psychology and has no categorical status" (G.V. Akopov). Such an appraisal contrasts with the philosophical past of this concept. Sensation and contemplation have been explored as concepts and consciously applied as tools of thinking in philosophical studies going back to Antiquity. A.F. Losev writes:

"Greek philosophers still speak of contemplation in the purely mental sphere ... The Greek wanted to show ... that his thinking was just as direct and immediate ... as any sensual experience". "The highest activity of thought, according to Aristotle, is the activity of contemplation" (V.F. Asmus). The study of these abilities takes an important place in the philosophical systems of many thinkers. Hegel writes: "Sensation contains all the content of the mind. All our ideas, thoughts, and concepts about external nature, about law, about morality, and about the content of religion develop in our perceiving intelligence; and, conversely, after they receive the full disclosure of their content, they are concentrated into a simple form of sensation." This statement would seem to be unrealistic, but it has found justification in modern knowledge and confirms the productivity of the speculative philosophical method for the development of knowledge about the content of a person's mind and the development of psychological concepts. References Suvorov V. Hegels Begriff der Empfindung, experimentellen Daten der Neuropsychologie und „qualia“ der Philosophie des Geistes // Proc. 32nd International Hegel-Congress, Tampere, Finland, June 5-8, 2018.

VALIDITY AND RELIABILITY OF THE DIFFICULTIES IN EMOTIONAL REGULATION SCALE (DERS) IN THE ECUADORIAN POPULATION

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The objective of this research was to analyze the reliability and validity of the Difficulties in Emotional Regulation Scale (DERS) in the Ecuadorian population. A self-report instrument that assesses the difficulties in the emotional regulation process. The study consisted of a non-probabilistic sample of 559 participants (M = 21,

SD = 2.82) university students. The reliability indices were adequate and factor structure congruent with the features presented in the original scale. The results affirm that the DERS is a reliable and valid instrument in the evaluation of the difficulties of emotional regulation in the Ecuadorian population.

EATING DISORDERS ASSOCIATED WITH THE PERSONALITY TRAITS OF INSTITUTIONALIZED DRUG USERS

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The objective of this research was to determine the relationship between Eating Disorder (Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorders) and the personality traits of institutionalized drug users. Methodologically, a cross-sectional non-experimental design of correlational descriptive type was used, with a

non-probabilistic sample of 60 interns aged between 18 and 60 years (M = 32.5, SD = 9.6) from three rehabilitation centers in the city of Ecuador basin. Two scales were applied to the EAT-40 and the Millon III Test. The results show that there is no statistically significant relationship.

WHEN CONSERVATIVES ARE AS TOLERANT OF REFUGEES AS LIBERALS

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The purpose of the current research is to explore the xenophobic and anti-immigrant attitudes of people in Turkey. Considerable research asserts that the "rigid" political right is more anxious about immigrants and thus more likely to support exclusionary policies than the political left. Contrary to these claims, in three studies (total N = 1.347), we find that Turkish conservatives do

not favor restrictive policies regarding the rights and movement of Syrian refugees apparently because they feel a sense of shared values with these refugees. Importantly, this pattern of conservative tolerance does not emerge with regards to a minority group with whom Turkish conservatives typically do not share values: the Kurdish people. Further, liberals with a fervent

allegiance to (i.e., those who are "fused" with) Turkey are especially likely to endorse anti-refugee policies and attitudes, more so than conservatives, and this effect is mediated by fused liberals' greater perceptions of threat. Taken together, these findings suggest that while

conservatives may generally be more xenophobic than liberals, there are circumstances in which conservatives welcome refugees while some liberals do not. We discuss the importance of these findings for interventions that aim to reduce anti-immigrant sentiment.

METACOGNITIVE IDEA ON HYPERMNESIA

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Flavel (1979) made the definition of metacognition: 'thoughts about thoughts'. Hypermnesia was defined by Payne (1986) as an increase in the number of items recalled by repetition or retention interval. The aim of this study was to investigate how monetary incentives and item type (image, word) shape predicted hypermnesia and actual hypermnesia. For the study, 134 undergraduate students aged 18-25 were recruited from Psychology Department of Bingol University, Turkey. Experimental task consists of either 80 images or 80 words, depending on the participants' condition. Participants were randomly allocated to the conditions, 2 (Incentives: incentive vs. no-

incentive) x 2 (Item type: image vs. word) x 2 (forecast: prediction vs. performance). A three-way ANOVA was conducted and result showed that there was a statistically significant interaction between independent variables. Additionally, two-way ANOVA was conducted between incentive and item type in terms of performance and this interaction was also statistically significant. However, in terms of prediction, no interaction was found between incentive and item type. Findings generally supported previous research and present study additionally focused on the metacognition during the hypermnesia.

THE PECULIARITIES OF MENTALITY REPEATABILITY OF THE MODERN RUSSIAN GENERATIONS

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The view on the problem of succession of generations and repeatability of the components of mentality type is presented. We noted the ambiguity of the concept "generation" as a sign of grouping or of constructed reality. We emphasize the socio-cultural concept of transformation of generations mentality. The article aims at finding similarities and differences in the components of mentality types of the modern Russian generations. We studied the groups of respondents, who relate to the transition generation – working adults, to the information generation – students and to the new generation – schoolchildren (a total of 605

people). The technique of measurement of mentality type of generations was used, which identifies traditional, transitional, innovative, post innovation types. The results are differentiated regarding the intensity of tradition or innovation in the components of mentality. It is shown that in the group of the transition generation innovation is realized in the image of the world, and the tradition is embodied in the ways of relationships. In the information generation innovation is presented in lifestyle, post innovation is presented in relations. The new generation showed innovation in the way of life and in forms of interaction, but tradition is

realized in relationships. The conclusion about the partial continuity of the components of mentality generations. The article was prepared with the financial support of the Russian Foundation for Basic Research. Project No. 18-

29-22004 «Psychological and genetic research of the predictors that determine the behavior of users in the perception of Internet content of various informational orientation».

THE MATTHEW EFFECT IN BUSINESS ETHICS

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In 1968, Robert Merton published an article on the "Matthew Effect in science". The Bible tells us: "For to anyone who has, more will be given and he will grow rich; from anyone who has not, even what he has will be taken away" (Matthew 25: 29). The Matthew Effect is a double-edged sword, creating the "haves" and the "have-nots", or "the rich get richer and the poor get poorer". In this paper, I will present the Matthew Effect in business ethics. In materialistic societies, most people want to be rich. "Those who want to be rich are falling into temptation and into a trap and into many foolish and harmful desires, which plunge them into ruin and destruction. For the love of money is the root of all evils" (1 Timothy 6: 9-10). "No one can serve two masters. You cannot serve God and mammon" (Matthew 6: 24). Money and Ethics are on two completely opposite sides of the same coin. If one focuses on Money, then, one must turn a blind eye to Ethics. The reverse is also true for Ethics. This paper provides empirical findings in the literature.

On the one hand, Enron CEO and executives had intelligence but no wisdom. They rigged the organization and reaped financial reward for themselves. Their corruption caused the destruction of Enron and 130,000 people's lives (Tang & Chen, 2008; Tang & Chiu, 2003; Tang et al., 2018a, b). On the other hand, corporate social responsibility is much more than a cost, a constraint, or charitable deed, but is rather a potential source of innovation and competitive advantage (Porter & Kramer, 2006). Recent research empirically supported the notion that perceived corporate social responsibility—at its high level—excites "exponential" positive employee engagement (Zhou, Luo, & Tang, 2018). The sustainable development of positive employee attitudes—organizational pride, job satisfaction, and affective commitment—may lead to employee engagement, value creation, and, eventually, to long-term financial success in the market, creating the positive Matthew Effect.

EXPLORATORY FACTOR ANALYSIS OF THE RUSSIAN TRANSLATION OF THE OTTAWA SELF-INJURY INVENTORY VERSION 3.1 AMONG RUSSIANS

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Among both researchers and clinicians, there is growing interest in self-harm (non-suicidal self-injury). This interest has been accompanied by the development of a number of self-report

measures of self-harm. One such reliable and valid measure of self-harm that has been widely used is the Ottawa Self-injury Inventory Version 3.1 (OSI 3.1), which measures both the functions

and potential addictive features of self-harm. The OSI 3.1 has been translated into a number of foreign languages, including Russian. However, as yet, the Russian translation of the OSI 3.1 has not been subjected to any form of empirical analysis. The aim of the present study was to examine the factor structure of the Russian translation of the OSI 3.1 and four additional items in the Addictive Features section among a non-clinical sample of young female Russian speakers. Data was collected from a non-clinical convenience sample of 200 Russian university students who completed the Russian version of the OSI 3.1 and four additional items in the Addictive Features section. Data was subsequently subjected to exploratory factor analysis, in order to establish the factor structure. Exploratory factor analysis of the OSI 3.1 and four additional items in the Addictive Features section revealed four functions factors (internal

emotion regulation, social influence, external emotion regulation, and sensation seeking) and one addictive features factor. Each of the four functions factors was significantly positively associated with each other. These findings are comparable to those reported previously among other samples with other linguistic versions of the OSI 3.1. These findings provide preliminary evidence for the factor structure of the Russian version of the OSI 3.1 and four additional items in the Addictive Features section among a non-clinical sample of university students in Russia, and it is recommended for further use among Russian speakers. Suggestions for further research with the OSI 3.1 and four additional items in the Addictive Features section are provided, including, utilising clinical samples, establishing both age and gender norms, and examining the factor structure using confirmatory factor analysis.

PSYCHOSOMATIC MANIFESTATIONS OF ABORTIONS

Mariam Hergnyan

In our practice, there are quite a lot of cases (almost 60%) where the basics of the problems lead to the loss of children during pregnancy. Psychological literature talks a lot about psychological (Postabortion syndrome) and physical effects, in this article we will try to analyze psychosomatic manifestations. 30% of visitors don't see a connection between the loss of children and their current state.

Psychosomatic effects on women / men / future generations

- Painful menstrual cycles

Women - in each cycle, a woman gives birth to a child, because the child subconsciously is in the womb of a woman. Generation - My body has the pain of my unborn ancestors, guilty of life and the denial of the image of a woman

- Problems with having child

Women: prohibition of generation, you have no right to become a mother again. Men: sperm slows down, I forbid me to continue with my

offspring Generation: infertility, my nation does not need a child.

- Frequent miscarriages

Women - the uterus has a memory and does not allow the child to go outside. They hurt you in the world. Generation-intergenerational trauma, a ban on the continuation of a generation, your uterus carries ancestors.

- Ectopic pregnancy

Women-The uterus is full, the trauma of abortion is in the womb of the woman

- Nervous pain in different parts of the body.

Women- the body is destroyed, the connection between mental and physical is broken. Man-Sense of guilt, I didn't save my child, my particle was subjected to fragmentation. Men can have allergies, I hate myself. Generations: Pregnancy is defined as the process of strengthening the bond between generations, I received information about the death in my gene.

- Various problems with the uterus, Pelvic organ prolapse, fibroids, cyst and cancer.

Woman-dead child lives in the womb, there is an open wound. I can no longer carry a heavy child. Generations. The wound is present, and I will make you remember me.

Thus, the very fact of abortion as a stressful phenomenon during psychological work is an important part of working with traumas.

MIGRANT FAMILIES AND THEIR TRAUMA, ASSIMILATION, AND RESETTLEMENT: LITERATURE REVIEW

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Refugee and asylee families and individuals flee their countries because of various adverse conditions (e.g., war, ethnic cleansing, natural disasters, persecution). In recent years, they have fled, in large numbers, to Europe, North America, Australia, and some countries in the Middle East. Researchers and clinicians note refugees and asylees are typically unprepared emotionally for the arduous physical and emotional trek and might experience double emotional trauma from a lack of emotional preparedness required to (1) flee familiar surroundings and (2) assimilate and settle into a new culture. Are psychologists and other mental health professionals prepared to treat their trauma and facilitate the resettlement process without unintentional re-traumatization? What are current best practices to facilitate resettlement and treat trauma? A comprehensive, international, 5-year literature review (2013-2018) will summarize best practices to (1) mitigate emotional trauma among refugees and asylees and (2) facilitate successful assimilation and resettlement of migrant families. Best practices for treating trauma, facilitating assimilation, and addressing emotional needs of the most

vulnerable relatives (i.e., seniors; children; and those experiencing a disability, substance abuse issue, or mental illness) will be included. Findings will highlight culturally sensitive best practices to (1) facilitate successful assimilation and resettlement and (2) treat trauma effectively. Successful resettlement includes teaching culturally appropriate life skills necessary for a positive cultural assimilation into the adopted homeland and addressing cultural stigmas (e.g., mental illness, substance abuse, sexual orientation). An English language reference list will be disseminated. Discussion based on current global geo-political events, refugees and asylees will continue to seek refuge in safe countries for the immediate future. Psychologists and other mental health professionals will benefit from knowledge of current culturally sensitive best practices to facilitate successful resettlement and treat resultant trauma at the individual, couple, family, youth, group, and community levels. Successful resettlement paves the journey for refugees and asylees to "Create a (Different and Affirming) Future Together" in their adopted homeland.

MENTAL HEALTH LITERACY AMONG AN ONLINE CONVENIENCE SAMPLE OF RUSSIAN ADULTS: EXAMINING IMPLICIT THEORIES OF THE CAUSES OF ALCOHOLISM

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In comparison to other countries, Russia has a comparatively high rate of heavy drinking and alcoholism, which are both leading causes of illnesses, disability, and death. There is increasing attention paid to understanding psychological and medical explanations of illnesses, and how the relationships between explicit and implicit theories are linked. Lay beliefs about alcoholism are an important factor associated with treatment-seeking behaviour. The aim of the present study was to examine implicit theories of the causes of alcoholism among Russians. An online convenience sample of 200 Russian adults completed a Russian translation of Furnham and Lowick's questionnaire, in which they were asked to rate 30 explanations for their importance in explaining the causes of alcoholism, alongside

some demographics questions, including, age, sex, level of alcohol use. The 30 explanations were ranked for importance in explaining the causes of alcoholism. In addition, demographics questions, including, age, sex, level of alcohol use were compared. Moreover, comparisons were made between the present data and the results originally reported by Furnham and Lowick among a sample of lay people in the United Kingdom. The results were discussed in terms of the research on mental health literacy, lay understandings of psychological and medical illnesses, and the relationships between explicit and implicit theories. Further research on mental health literacy among Russian samples was proposed.

BIBLIOMETRIC ANALYSIS OF THE JOURNAL MENTAL HEALTH, RELIGION & CULTURE: DISSEMINATING RESEARCH IN THE PSYCHOLOGY OF RELIGION

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Over the last 25-years there has been renewed interest in the psychology of religion. One area of particular area of focus for research has revolved around the intersection between religion, mental-health, and culture. This area of research has been served by the journal *Mental Health, Religion&Culture* (MHRC), which recently celebrated its 21st anniversary, having commenced publishing in 1998. MHRC provides an authoritative forum and a single point of reference for the growing number of clinicians and academics working in this area. Over 1,000 research articles have been published in MHRC over the last two decades. In acknowledgement of this anniversary, the aim of the present study was to provide a retrospective bibliometric assessment of MHRC over its initial 21 years of

production. Previously published articles in MHRC (1998-2018) were empirically examined by two analytical tools: Google Scholar and SCImago Journal Rank (SJR indicator). Four findings are noted. First, various scholarly metrics including impact factor, five-year impact factor, h5-index, number of citations received, and self-citation rate were presented. Second, the most cited articles were identified and the common themes of these publications were explored. Third, the international diversity of the journal's author base was outlined. Fourth, a list of Special Issues published by MHRC was also presented. These four findings were discussed. The utility of MHRC for disseminating research on the psychology of religion is highlighted.

ROLE OF THE APPRAISAL AND COPING FOR THE RELATIONSHIP OF CYBER VICTIMIZATION AND DEPRESSION

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Although there is growing evidence that cyber victimization is linked to poor mental health, little is known about the role of cognitive appraisals and coping strategies to understand this link. The effectiveness of specific cognitive appraisals or coping strategies can be investigated in two ways: the extent to which it buffered the negative emotions, and the extent to which it stopped the cyber victimization. This study utilized the transactional model of stress to understand the role of appraisal and coping for the relationship of cyber victimization and depression. Sample of 1314 Pakistani university students were administered Cyber Victimization Scale, Appraisal of Cyber victimization, Coping with Cyber Bullying Questionnaire, Depression Scale, ICT Self-efficacy Scale, and Social Desirability Scale. After controlling the effect of ICT self-efficacy and social desirability, results showed a significant direct effect of cyber victimization, threat appraisal, and retaliation coping ($B = .15, .17, \text{ and } .08, p < .01$) on depression. Both interaction terms were significant but opposite in direction. Interaction one (between threat appraisal and

retaliation coping), representing moderation on indirect effect, showed a positive moderating effect ($B = .01, p < .05$) and interaction two (between cyber victimization and retaliation coping), representing moderation on direct effect, showed negative moderating effect ($B = -.01, p < .05$) of retaliation coping on depression. Results indicated that retaliation coping decreases depression in cyber victims, but when an incident is appraised to be threat, retaliation increases depression. A significant index of moderated mediation supported the conceptual model. These findings have clear implications for prevention and intervention efforts to reduce cyber victimization. Existing programs tend to stress that retaliation should not be used by those who are cyber-victimized. However, the present finding, that retaliation has a positive effect (less depression), challenges this approach, and suggests that more work is needed to understand how cognitive appraisals of cyber victimization affect the mental health outcomes.

LINGUISTIC PROFILE IN PEOPLE WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

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Language skills appear as a specific difficulty in people with Attention Deficit Hyperactivity Disorder (ADHD). The studies previously carried out confirm that there are problems in all areas of language production, but also in comprehension. However, data on the particular characteristics of the language associated with this population, especially in Spanish, are scarce. Therefore, the objective of this study has been to know the linguistic profile presented by children and adolescents with ADHD. The sample consisted of 90 children and adolescents between 5 and 15

years of age matched in two groups: people with ADHD and people with typical development, matched in chronological age. Both groups were evaluated at language level through the Celf-4 test. The results obtained show that children and adolescents with ADHD show worse language skills in general than people with typical development, and that, they seem to present more specific difficulties in comprehension. These results support the idea that this group needs to receive linguistic intervention as part of the treatment.

OBEDIENCE TO AUTHORITY: EFFECTS OF GENDER AND SKILL LEVEL

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It is hypothesized that, in the workplace, the influence of a source of authority varies according to his/her competence and genre. It is also expected variations of influence depending on the subordinate gender. 240 participants, in four groups of 30 men and 30 women, answered an allegiance at work questionnaire. A competence and a gender effect are observed. It is particularly noted that, confronted with a

competent leader, the submission of women is superior to their insubordination only if the leader is a woman, and that, conversely, confronted with an incompetent leader, the insubordination of women does not take precedence over their submission only when the leader is a man. An analysis in terms of male and female management style is proposed.

CREATING A BETTER FUTURE: IMPLICATIONS FROM FUTURES IMAGINATION EDUCATION IN TAIWAN

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As the world is changing and transforming at a fast pace, students today are expected to face more challenges in the future. For example, they need to prepare for jobs that do not yet exist; use technologies that haven't been invented yet, or even solve problems that have not been discovered yet (Gunderson, Jones, & Scanland, 2004). The current study proposed that futures imagination is the key to better prepare students to face unknown challenges. This article introduces the development process and results of Futures Imagination Education (FIE) program in compulsory education in Taiwan. Since 2011, the Ministry of Education in Taiwan started promoting the Futures Imagination Education (FIE) program in all levels of education through different action plans for 4 consecutive years.

The current study examined the "Grades 1-9 Action Plan" and its teacher education workshops throughout this period. The Grades 1-9 Action Plan was implemented in the compulsory education. The subjects of this study are teachers who participated in the Action Plan; they learned how to implement futures imaginative approach in their classrooms. Through their cycle of planning, action, observation, and reflection from 2011 to 2015, they reported their findings through written reports, and then we collected their results through interviews and surveys. The results showed that students' show higher learning interests, and will have a more in-depth view of the future, which is expected to prepare students to adapt to their futures, and this contributes to their wellbeing.

PSYCHODIDACTIC PRINCIPLES OF DEVELOPING TEENAGERS' COMPREHENSION OF LYRIC POETRY

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Reading lyric poetry provides enormous opportunities for personal development of adolescents, expanding the scope of aesthetic experiences available to them. However, there is a widespread antipathy to poetry, for it is often difficult to understand. Although much of the prior work stressed the importance of teaching poetry to teenagers, the psychodidactic principles of developing their lyric poetry comprehension and the role of textbooks in this process remain unexplored. This brings us to the aims of our work which were to reveal these principles and develop techniques for their implementation in an educational book of new – psychodidactic – type. During our research we singled out the principle of open individuality as the basic one. It implies, firstly, meaningful communication with the poem regarded as a soul opened to the reader; secondly, counter reader's self-discovery and self-disclosure which presupposes personal and interpersonal reflection. This principle was elaborated in four sub-principles: wholeness, polylogy, multidimensionality, value hierarchy. In order to bridge the gap between theory and practice, we developed implementation techniques and wrote two chapters on poems by A.S. Pushkin and M.Yu. Lermontov. The next step

of our research was the experimental approbation of the principles and chapters. Participants were 311 Moscow secondary school students aged 12-14. Work with the experimental groups included chapter reading and whole-class discussions of the poems. For the purpose of assessment, students completed open-ended writing tasks. Differences within the groups before and after intervention were compared using the Wilcoxon signed-rank test. The results of the control groups showed no significant changes, whereas the final results of the experimental groups revealed significant ($p < .01$) increases in the levels of the assessed aspects of poem comprehension: description of one's impression, interpretative opinion, lyrical plot, experiences of the hero, figurative language, poem structure. The obtained findings suggest that these psychodidactic principles and chapters built upon them are effective in deepening teenagers' poetry comprehension. The practical significance of our work lies in the possibility to use these principles and books in educational practice: teachers can incorporate them into their classrooms; they can serve as a foundation for creating new methods and educational books.

EFFECTS OF A/R/TOGRAPHY COMMUNITY-BASED READER'S THEATER ON ENGLISH LEARNING ATTITUDE IN THE ELEMENTARY SCHOOL

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A/r/tography is an art-based research methodology and a creative practice within arts and education; however, there are only a few scholars of note who have mentioned the developing methodology and teachers rarely apply it to teaching in Taiwan. In addition, a/r/tographic communities are mostly composed of teachers, not of students. The purpose of this study was aimed at exploring the effect of applying an a/r/tographic community to students participating in reader's theater and finding whether students change their learning attitude and enhance their learning motivation and interests in learning English. An a/r/tographic community of practice was a community of inquirers working as artists, researchers and pedagogues. Eight students in an elementary school in Tainan City, Taiwan were chosen to participate in the reader's theater competition for the city of Tainan. Based on the communities of a/r/tographic practice of Irwin, it was proposed that the students center learning community could be an a/r/tographic community. During a period of seven weeks, the researcher implemented an a/r/tographic community as an instructional tool to aid in the coaching of the

eight reader's theater participants. Quantitative data was obtained by administering pre- and post-test gauging learning attitude. Data was analyzed using t-test and descriptive statistics. The study also used Qualitative methods, such as practicing observations, interviews, introspection journal entries, and video-taped recordings for data collection and analysis. The result indicated that: 1. Applied A/r/tographic in English learning field was possible. 2. A/r/tographic communities could be composed of students. 3. After the reader's theater competition, the participants mentioned that they changed their learning attitude in learning English. 4. The participants' learning experiences in the reader's theater activities enhanced their motivation to learn English by building a temporary a/r/tographic community. 1.Irwin, R. L.(2008). Communities of A/r/tography Practice. In S Springgay, R. L. Irwin, C. leggo, & P. Gouzouasis(Eds.). Being with A/r/tography. (pp.71-80). Netherlands: Sense Publishers. 2.Ou, Y. S. (2010). Community-in-the making: Constructing Aesthetics Community. Secondary Education, 61(3), p8-19. Doi:10.6249/SE.2010.61.3.01

THE VOICE OF PSYCHOTHERAPISTS – A COMPLETELY NEGLECTED SUBJECT

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The research of the voice of psychotherapists is neglected very seriously (Grawe, 2008; Schattenburg, 2017). In Germany no textbook neither in Clinical Psychology nor in Psychiatry focuses on the voice of psychotherapists. As a teacher of psychology and supervisor in psychotherapy we have asked about 100 students if their voice has been a topic during their training. The answer was in unison: No! To develop a questionnaire to supervise the voice in psychotherapy we have asked students what would be helpful for them. Further we analysed case studies and made a systematic study of the literature. We are focusing only on the perception of the voice of psychotherapists – not of patients. We have developed 20 items, each with a Likert-Scale (0-4). Examples for 10 items for the Questionnaire for the Supervision of the Voice of Psychotherapists (Q-SVP): Did you ask colleagues or teachers for a supervision of

your own voice by using your smart phone, pc-aided feedback or video? Do you feel comfortable when your voice is supervised? Do you have in general a feedback-loop for listening and for speaking? Can you balance listening and speaking in a therapeutic manner? Do you have a feedback-loop for the self perception of your voice? Are you aware of the prosody of your voice? Are you aware of the prosody of your voice using special interventions? Do you have a feeling in which therapeutic situations your voice is changing? Do you still have a feeling for your voice when you come under pressure? Can you stabilize your voice when you are nervous or insecure? The students said that the Q-SVP is very helpful. They can reinforce their feedback loop for their voice. We can calculate an index of our Q-SVP and correlate this with the outcome. Further the question arises: What are the elements of a therapeutic voice?

ACCULTURATION, ETHNIC IDENTITY, AND PSYCHOLOGICAL WELL-BEING OF ALBANIAN-AMERICAN IMMIGRANTS IN THE UNITED STATES

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This study examined the relationship between acculturation, ethnic identity, and psychological well-being of the Albanian-American immigrant community in United States. A total of 139 Albanian-American immigrants aged 21-35 years old participated in the study. In order to utilize the data, participants filled out four different surveys, including a demographic questionnaire, the Multigroup Ethnic Identity Measure (MEIM), the Vancouver Index of Acculturation (VIA), and Ryff's Psychological Well-Being scale. A correlational design relying on cross-sectional survey data and multiple regression analysis was used to study the correlations between acculturation, ethnic identity, and psychological

well-being. The results showed that ethnic identity, acculturation, and psychological well-being were positively correlated to each other. In addition, the results showed that both ethnic identity and acculturation affected the psychological well-being of Albanian-American immigrants in the United States. This relationship was further moderated by gender and length of residency in the United States and mediated through graduate school education. The results of this study will help clinicians, social workers, and policy makers that work with immigrants to better understand the psychological consequences of immigration due to acculturation and ethnic identity factors.

DIFFERENTIAL EFFECTS OF ANXIETY SENSITIVITY ON E-CIGARETTES PROCESSES: THE IMPORTANCE OF E-CIGARETTE QUIT ATTEMPT HISTORY

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Electronic cigarettes (e-cigarettes) are recognized as a prevalent form of substance use among adults in the United States. The rise in e-cigarette use has motivated research to identify subgroups of the population that may be particularly vulnerable to e-cigarette use and its associated harm. Individuals with elevated psychological vulnerability are one such group more at risk for being a lifetime or current e-cigarette user. Yet, little is known about how factors of psychological vulnerability relate to perceptions of e-cigarette use within the context of e-cigarette quit attempts. The current study evaluated the differential relations of anxiety sensitivity (AS), a core affective vulnerability factor, on several relevant e-cigarette processes across those with and without a previous attempt

to quit using e-cigarettes. Our sample consisted of 547 current e-cigarette users (51% female, Mage = 35.38 years, SD = 10.1). Results indicated that AS significantly related to greater perceived risks, benefits, and positive outcome expectancies of e-cigarette use among current e-cigarette users who reported at least one attempt to quit e-cigarettes, but was unrelated among those who had never attempted to quit. Findings identify e-cigarette users who fail to quit as a potential vulnerable subgroup of users who experience more strongly held perceptions about e-cigarettes because of increased AS. This work provides initial evidence for a conceptual model in which levels of AS and e-cigarette processes are strengthened by and differ across e-cigarette quit attempt history.

MEDIATING EFFECTS OF EMOTIONAL LABOR ON THE RELATIONSHIPS BETWEEN CUSTOMER ORIENTATION AND FRONTLINE EMPLOYEES' JOB SATISFACTION

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This study examines the mediating effects of emotional labor on the linkage between customer orientation and frontline employees' job satisfaction. 536 frontline employees from 80 hotels in China participated in this study. The results of structural equation modeling turned out that the positive relationship between

customer orientation and frontline employees' job satisfaction was partially mediated by employees' surface acting and deep acting. In particular, deep acting positively mediated the positive relationship, however, the positive relationship was negatively mediated by surface acting. Managerial implications were discussed.

NARRATIVE ANALYSIS OF MEN'S LONG-TERM EXPERIENCE IN BDSM

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Topics related to bondage and discipline, domination and submission, and sadism and masochism (abbreviated as BDSM) have gradually been widely discussed in Taiwan, and relevant communities have been established for opinion and experience exchanges. However, local studies on BDSM have been rare. Accordingly, the author adopted the qualitative research method of narrative analysis to gain an in-depth understanding of BDSM participants' experiences. In a pilot study, the author interviewed a male participant with 4 years of experience in BDSM, and subsequently recruited three males aged 29, 30, and 46 with 6 years, 13 years, and 18 years of BDSM experience, respectively. Each participant underwent an average of 8 hours' worth of interviews, after which the interview recordings were transcribed for data analysis and summarization. The results indicate that BDSM does not necessarily involve sexual intercourse but can cause sexual excitement. The characteristics of BDSM include obedience and domination, an emphasis on sensory stimulation and power play, pleasure

from imitation and acting, role plays that are usually detached from reality, and psychological and corporeal satisfaction attained during role play. Five roles in the BDSM role plays are dominator, ordinary individual, prisoner, animal, and object, and the roles participants engaged in may undergo quantitative or qualitative changes over the course of their life. The interviewees in this study believed that BDSM tendencies are related to trauma and that the motivation for engaging in BDSM is to resolve the pain of loneliness and interpersonal alienation. Additionally, the interviewees reported that they engage in BDSM more frequently when they encounter emotional setbacks. BDSM is a relatively sensitive research topic, and future researchers are advised to establish a positive relationship with interviewees to avoid challenges in conducting in-depth interviews. Additionally, during interviews, researchers should be prepared to face the darker side of human nature and should provide strong support for the interviewees.

DIAGNOSIS OF THE INTELLECT WITH COLOR MATRICES RAVEN. STANDARDIZATION FOR THE AGE OF 12-14 YEARS OLD CHILDREN

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In the work of the psychologist in children's clinic one of the most basic measurements is that of intellectual development. Practically there can be psychological study of the child, without determining the profile of intellectual development. According to recent studies, the colored plates of the Raven is the best diagnostic tool for children with mental retardation, autism spectrum children. Most of the children who are not doing the subskalte Veksler, deal with

methods that do not require verbal processing of information. Such methods are children's progressive matrices of Raven. The objective of this report is to present standardized norms for age 12-14 years ago, in a clinical sample. Indicators for validity and reliability are different for a sample of healthy and for clinical sample, most of normiranite tests are applied on a non-clinical sample, which makes insufficient precision their application.

SCREENING FOR ANXIETY AND DEPRESSION IN PEOPLE WITH INTELLECTUAL DISABILITY – A FEASIBILITY STUDY

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People with an intellectual disability (ID) have a significantly increased risk of developing mental disorders. In German-speaking countries, there are so far no self-assessment instruments for detecting depressive and anxious symptoms. In order to increase participation of people with ID in the field of psychodiagnostics, the Glasgow scales for assessing depression (GDS) and anxiety (GAS) were translated into German and tested in a German sample consisting of patients with psychiatric disorders and ID and persons with ID working in a protected environment. In total 93 people with ID (41 years \pm 14, 57% female) were examined by using the German versions of the Glasgow scales. N = 34 persons (41 \pm 12 years, 60% female) were examined in inpatient psychiatric context; N = 59 subjects (41 \pm 15 years, 55% female) worked in sheltered workplaces and were examined there. The GAS consists of 27 items, and the GDS of 20 items; both scales calculate a global score (sum). The original versions provide cut-off values (GAS \geq 15, GDS \geq 13) that differentiate between inconspicuous and clinically conspicuous

individuals. People with ID were able to handle the German version of the Glasgow scales well and stated that they understood the content of the items and the scaling. They said they felt "accepted and understood" and that filling in the questionnaires did not cause any problems. The statistical examination showed differences between the clinical and the non-clinical group in terms of GDS ($t=-3.419$, $p=.003$, $d=.80$) and GAS ($t=-3.090$, $p=.003$, $d=.75$); with regard to both scales, the global scores of the clinical sample were above the cut-off and the non-clinical sample were below. In the overall sample, the internal consistency of both scales was above .80; hypothesis-conforming correlations showed up. The German versions of GAS and GDS are well usable and understandable for people with ID; reliability is good, first indications of validity are available. Sensitivity and specificity should be checked on a larger sample and cut-off values should subsequently be set. Overall, there are two screening instruments that can be used well in practical setting.

THE IMPACT OF DIGITALIZATION OF EDUCATION AT A TEACHER'S PSYCHOLOGICAL HEALTH

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Modern education as a society at whole is increasingly becoming digital. The goal of the research was to study the characteristics a teacher's psychological health in the context of intensive digitalization of education. A psychological health was considered as a dynamic combination of person's mental properties which provide the harmony between the needs of an individual and a society. These properties are considered to be a prerequisite of an individual's orientation toward the fulfillment of his or her life task. The highest level of psychological health, i.e. creative health, includes the people with a steady adaptation to the environment, the presence of reserve forces to overcome stressful situations and an active creative attitude to reality. The people who are adapted to the society in general but who have a slightly increased anxiety will be attributed to an average level, i.e. adaptive. The lowest level is maladaptive. It includes the people who are seeking to adapt to external circumstances to the detriment of their desires and opportunities and the people who are seeking to subordinate the

environment to their needs. We have formed three samples of subjects in terms of an intensity level of the digital educational environment where respondents work: rural school teachers (low digitalization level), secondary school teachers (middle level), gymnasias teachers (high level). The composition of the subjects is homogeneous, i.e. women. An average age of the subjects in each group is 40 ± 5 years. One hundred and twenty people took part in the research. The methodical complex consisted of a battery of 10 methods ("Diagnosis of Health. Psychological Practicum. / Edited by Prof. G.S.Nikiforov.- SPb, Rech, 2007"). An integrative indicator of the level of a mental health was calculated as the result. The general results of the research include the fact that the smallest number of respondents with a low level of mental health work at rural schools (only 5%), the largest number works at ordinary urban schools (38%). The teachers with a high level of mental health mostly work at gymnasias (25%) and the least number of them (15%) work in urban schools.

THE ROLE OF PSYCHOTRAUMATIC FACTORS IN THE GENESIS OF SCHIZOPHRENIA

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Schizophrenia is a common mental disorder. However, the question remains what role stress factors and psychotraumatic situation play in the genesis of this illness. Another interesting aspect of studying schizophrenia is how gender, intersexual, and cultural differences affect the progression of the disorder. We have conducted a research involving adults with the diagnosis of schizophrenia (F20). The purpose of our research is to study the role of psychotraumatic situation in the progression of schizophrenia and its interrelations in a wider context of clinical symptoms. Materials and research methods. Detailed clinical conversation along with the life-line, sentence completion tests and genograms. Pathopsychological examination. Thematic Apperception Test (TAT). Analysis of medical records. Analysis of patients' verbal and graphic production. Dynamic observation. The research lasted for 2 years and was carried out using the facilities of Moscow Regional Psychiatric Hospital No. 14 and psychological and social support service at this hospital. The sample included 62 patients: 31 men and 31 women. If the duration of the disease was more than 5

years the trigger mechanism was analyzed focusing mainly on the theme of the delusion. The statistical analysis of the data was performed using the methods of descriptive statistics. Conclusion 1. The role of psychotraumatic situation in the genesis of schizophrenia is significant in both women and men. Unhappy love and sexual experience can be a common important psychotraumatic factor. But the proportion of this factor is larger for women (69% as compared to 28% of men). 2. The results of the research have shown that the level of disadaptation because of schizophrenia is lower in women than in men. Women demonstrate a more critical attitude towards their defective condition and orient themselves better in their own personality than men (56% and 37% of cases, respectively). 3. Considering the evidence that both hetero- and auto-aggressive behaviour is possible in schizophrenia, during the treatment special attention should be paid to the role of psychotraumatic situation in the genesis of the illness. At the same time, it is necessary to take into account gender differences related to the psychotraumatic situation.

A RESEARCH ON THE MARITAL CONFLICT AND MARITAL ADJUSTMENT OF ADULTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

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Attention deficit hyperactivity disorder (ADHD), negatively affects the academic, social and individual experiences of individuals; in adulthood, especially in close relationships and marriage, causes many problems. Failure to recognize the disease and not to treat it with appropriate ways may lead to termination of marriages. For this reason, it is thought to be important to investigate the effects of ADHD especially in marital relationship. The aim of this research is to examine differences between healthy couples and couples in which one of the spouses has been diagnosed ADHD, in terms of marital adjustment, marital conflict, conflict resolution styles and spouses's evaluations about each other. The sample of the study were consisted of 33 subjects with ADHD and 28 spouses who volunteered to participate in the study and 43 healthy pairs. Wender Utah Rating Scale (WRS), Adults ADHD Self-Report Scale (ASRS), Marital Conflict Questionnaire (MCQ), Marital Adjustment Scale (MAS), Conflict Resolution Styles Scale in Romantic Relationship (ÇRSS) and The Birtchnell Partner Evaluation

Scale (BPES) were used as data collection tools. The analysis showed that adults with ADHD and their spouses in terms of marital conflict level, marital adjustment and conflict resolution styles, differ significantly from healthy couples. These people have more conflict in their marriage than healthy couples and show less marital adjustment. As a result of the regression analysis; conflict frequency and spouses's evaluation each other as dependable and negative, predicted marital adjustment of couples in ADHD group at a level of %67 whereas conflict frequency, negative and retreat conflict resolution styles predicted marital adjustment of healthy couples at a level of %47. There is not so much research on this topic but results compatible with literature. It is expected to help patients and mental health specialists for recognition of disease and elimination of marital problem. Eakin, L., Minde, K., Hechtman, L., Ochs, E., Krane, E., Bouffard, R., Greenfield, B. & Looper, K. (2004). The marital and family functioning of adults with ADHD and their spouses. *Journal of Attention Disorders*, 8 (1), 1–10.

THE DEVELOPMENT OF EYE-TRACKING AND PUPILMETRICS IN THE ASSESSMENT OF COGNITIVE LOAD

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This study aims to develop a new paradigm, pupilmetrics, to measure the cognitive load with a high resolution eye-tracker. With a sensitive eye tracking device and an experimental design, this study will measure collect five pupilmetrics and five behavioral indicators in the process of word categorization on mono- or poly-semous words. We hypothesize that the number of meanings comprised in a word is going to influence cognitive load and thereafter the changes of pupilmetrics. This study uses subjective and

objective measures, including pupilmetrics, such as maximum pupil dilation and relative changes of pupil size, and behavioral metrics, such as self-rating difficulty scale and accuracy, etc. It is hoped that the establishment of this promising technique, the developing strategy of the corpus of Chinese polysemies, and the database of various indicators will become effective tools for the assessment of cognitive load in the recognition of various languages.

CURRENT PRACTICES AND PERSPECTIVES ON GRADUATE COUNSELING STUDENTS AND COUNSELING PSYCHOLOGISTS RECEIVING PSYCHOTHERAPY IN TAIWAN

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Seeking personal psychotherapy is conducive to therapists' personal and professional development. This study investigated current practices and perspectives on graduate counseling students and counseling psychologists receiving psychotherapy by using a questionnaire survey with high expert validity. After the questionnaire items were developed by the research team, copies of the questionnaire were mailed to participants selected through purpose sampling. A total of 892 valid questionnaires were retrieved. The results indicated that: (1) personal psychotherapies that were cost-free and lasted 30 hours were the most sought after among the respondents, the majority of whom received psychotherapy for self-development purposes; (2) the number of psychotherapists whose advice was sought and the total hours spent on psychotherapy were significantly greater among graduate counseling students than counseling psychologists; (3) 92% of the respondents believed they had benefited from psychotherapy, primarily in terms of self-awareness, self-identity, and mood improvement; (4) 30% of the respondents reported being traumatized during psychotherapy because of

the psychotherapists' attitude, ethical problems, or efficacy; (5) most of the graduate counseling students received personal psychotherapy at school-based counseling centers, whereas counseling psychologists mainly sought personal psychotherapy in their neighborhood based on a referral by their peers; (6) 90% of the respondents believed that receiving personal psychotherapy benefited their professional development, and 70% believed that it should be included in curricula or internship programs for counseling psychologists; and (7) 50% disagreed that receiving personal psychotherapy should be included as part of continuing education, with a significantly greater number of counseling psychologists than graduate counseling students opposed to this. In summary, because most of the respondents underwent personal psychotherapy during their graduate years, graduate students should be encouraged to receive personal psychotherapy. Future studies could investigate why graduate counseling students consulted more psychotherapists than did counseling psychologists and explore the respondents' perceived trauma in psychotherapy.

THE CONCEPT OF INTONATING CONSCIOUSNESS

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The development of the idea of operationalization of the category "experiencing" led us to an understanding of the psychological importance of distinguishing the observed phenomenon "intonating", which gives an understanding of the way the experience mark is formed and the individuality of the individual's experience turns into the mental language tool of humanity for preserving experiencing in the intonation signs and symbols. The psychological concept of the intonating phenomenon can be

expounded in terms, the main ones among which are: The intonating phenomenon is a form of the primary mental activity of consciousness included in all mental functions, as their explication for themselves and others. The intonating consciousness forms a layer of metalinguistic non-verbal signs that are used in the process of various types of communication, in verbal communication, in targeted and indefinite-targeted expression of experiences. We consider it both as a pre-language, and as a pre-

layer (meta-level) of language consciousness, the basis for the development of non-verbal cultural languages and ethno-linguistic forms of consciousness, including musical-language consciousness. An intonated experience provides a primary preverbal categorization of sensory

experience based on the emotionally experienced understanding of meaning of this situation for a given subject with his unique personal and generic experience of intonated experiencing, that impact psycho-semantic structure of his mind.

PSYCHOMETRIC PROPERTIES OF THE URDU TRANSLATION OF THE DISSOCIATIVE EXPERIENCES SCALE AMONG A NON-CLINICAL SAMPLE OF PAKISTANI UNIVERSITY STUDENTS

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Dissociative disorders are common in Pakistan, accounting for over 10% of admissions in psychiatric wards. Despite this, little attention has been given to the suitability of established psychometric measures of dissociation in this context. The Dissociative Experiences Scale (DES) is a widely used 28-item self-report measure of dissociation that has been translated into a number of languages. The aim of the present study was to examine the psychometric properties of the recently translated Urdu version of the DES among a non-clinical sample of university students in Pakistan. A convenience sample of 253 university students in Pakistan completed a short survey comprising of the Urdu version of the DES and the English version of the DES, along with the Urdu version of the Eysenck

Personality Questionnaire (EPQ). The Urdu version of the DES demonstrated high internal consistency ($\alpha = .91$), cross-language validity ($r_s = .89$ to $.93$), satisfactory temporal stability over four weeks ($r = .89$), and good convergent validity with the Urdu version of the EPQ's Extraversion, Neuroticism, Psychoticism, and Lie subscales. Exploratory factor analysis of the Urdu version of the DES suggested a single factor model was the best description of the data. These findings provide satisfactory evidence for the reliability and validity of the Urdu version of the DES among a non-clinical sample of university students in Pakistan and it is recommended for further use among Urdu speakers.

IDENTITY FORMATION FROM EARLY CHILDHOOD TO ADOLESCENCE: AN INTERPERSONAL APPROACH

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Within the realm of clinical psychology, identity is increasingly viewed as a dynamic, personality-defining system, where early childhood experiences with significant others play a critical role and are thought to be the foundation of identity formation in adolescence. However, recent research in identity area is mostly focused on adolescence, as it is perceived as the most intense period of identity development. Moreover, in the period of adolescence identity is often examined in terms of making social role choices, ignoring family context, relationships, and their significance to identity formation. Regardless of the indisputable agreement on the importance of the early experiences to identity formation in adolescence, any consistent analysis of identity shaping factors during both developmental periods is still scarce. This study attempts to address this issue by analyzing interpersonal constructs of identity formation in the context of theoretical and empirical data within the psychodynamic theory and developmental psychology. The central focus of this study is the examination of the attachment, mentalization

and separation-individuation constructs and their dynamics in identity formation from early childhood to adolescence. Based on theory and research available, further analysis revealed attachment style to be a universe factor generating both the development of mentalization and separation-individuation processes during both: childhood and adolescence. The analysis allowed to propose mentalization to be a mediating factor between the attachment and separation-individuation processes. Future research concerning those factors would significantly contribute to the consolidation of current empirical data and the expansion of theoretical formulating. The conclusions drawn from this study have important clinical implications: parental educational programs focusing on promoting emotionally healthy parent-child environment could help to create a more balanced family relating atmosphere, which would facilitate the formation of identity process during both periods: early childhood and adolescence.

HOW TO MANAGE STRESS? THE INFLUENCE OF CULTURE VALUE ON CHINESE WORKERS' INTERPERSONAL RESOURCES

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Occupational health psychology is an important topic in both organizational behavior research and management practice. However, most previous researchers focused on exploring the negative effect of stress, and ignoring the positive approach to consider the resource acquire perspective in stress research. Thus, the present study will focus on exploring interpersonal relationship which is the Chinese workers' core job task, from the positive perspective to offer a comprehensive definition of interpersonal resource, hoping to break the blind spot of job stress management. The purpose of this study is to capture the main content and domains of Chinese workers' interpersonal resource, development an initial

theoretical framework. A total of 67 Chinese full-time workers in this study were used for the descriptive interpersonal incidents collection and the dimensions development. There are 206 descriptive interpersonal incidents are generated. Through content analysis clarified 8 dimensions of interpersonal resources, including appreciation, promote, Gratitude, empathy, people person, provide, being cared, and in the same boat. Four dimensions are similar to some Western-development constructs, but the others are extended. Based on the results, the limitations of this study are discussed and possible directions for future study are indicated. In addition, some managerial implications are mentioned.

SELF-DETERMINATION AND MENTAL DISORDERS: A PHENOMENOLOGICAL APPROACH

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The main focus of this study was to explore how self-determination interplays in suicidal and addictive context leading one to autonomously choose self-destructive addictive behavior or suicidal intentions. To address these issues phenomenological descriptions of the experiential structure of self-determination in addiction and suicidal mental life were used. According to the phenomenological approach, a sense of self-determination in the context of suicidal and addictive behavior is possibly impaired. In the context of suicide, it's proposed that suicide is always experienced at least minimally self-determined, as it's the last freely discovered self-efficient behavior, in terms of radically changing one's desperate mental state. More importantly, suicide can never be

experienced as fully self-determined because no future retrospective re-evaluation of behavior is possible. Understanding self-determination in addiction is challenging because addicted individuals perceive themselves and experience situations differently depending on: (I) their level of intoxication; (II) whether the situation is in the moment or in retrospect; and (III) the goals set out in that situation. Based on rich phenomenological descriptions of the studied phenomenon, this paper draws on the premise that to experience self-determination in both suicide and addiction, underlying desperate or negative emotional states are needed. Such underlying desperate or negative mental life experiences are required for one to pre-reflectively evaluate suicide or addictive

behaviors as positive, relieving or effective in terms of changing one's emotional states. Such pre-reflective positive evaluations serve as the base for the continuation of behavior and later are identified reflectively. The phenomenological approach employed to analyze self-determination

in suicidal and addictive behaviors could be extremely helpful in the area of clinical practice: with respect to better understanding the perspective of individuals suffering from these conditions.

WOMEN'S INTENT TO COMBAT CLIMATE CHANGE IS GREATER THAN MEN'S, ESPECIALLY IF MOTIVATED BY THE LEGACY FOR FUTURE GENERATIONS

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Isabe; Rappoport

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The U.S. public ranks climate change as a low national priority despite growing evidence that its devastating impacts require immediate action. This presents a grave danger to the entire world, since the U.S. ranks second in fossil fuel emissions and is the only nation that has rejected the Paris Climate agreement. Some encouraging evidence suggests that arguing for economic benefits can increase climate policy support. Another promising mechanism is encouraging thought about one's personal legacy. Gender differences suggest other avenues of influence. Men may be less likely to endorse sustainable behaviors because stereotypes suggest these are associated with "femininity." Indeed, women are more worried about climate change. The present study examined the impact of economic and legacy motivations on attitudes and behavioral intentions regarding climate change, as well as gender differences in the response to each motivation. Participants were 422 adults (207 men) recruited through Amazon's MTurk. All were 18 years of age or older and located in the U.S. Participants were randomly assigned to an economic, legacy, or control motivation condition. Each condition provided 90 words of

information about climate change followed by 35 additional words to manipulate motivation. In the economic condition, these words emphasized the benefits of transitioning to a low carbon economy for job growth and the American economy. In the legacy condition, they emphasized the benefits of reducing carbon for a thriving planet and future generations. Behavioral intentions and attitudes were subjected to Gender(2) X Motivation(3) between-subjects analyses of variance. There were no significant main effects of motivation. As predicted, women expressed more positive attitudes and behavioral intentions than men. In addition, a significant gender by motivation interaction revealed that both legacy and economic motivations yielded more positive behavioral intentions than the control condition for women, but not for men, and that the tendency for women to express more positive behavioral intentions than men was greater in the legacy than in the economic motivation condition, as predicted. Future research should investigate whether the gender differences generalize beyond the U.S., and how gender-specific motivations can be successfully leveraged to combat climate change.

PHASED FORMATION OF AGENCY AS PHENOMENON OF DEVELOPMENT OF CONSCIOUSNESS

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At the present time the inquiry on theoretical and applied researches of agency in the field of education is actual. In connection with the formation of competencies at high school the formation of stages of agency is considered as its manifestation in actions, being a necessary condition and phenomenon of the development of consciousness. The closest and providing the individual ability to be a subject of different competencies is an ecopsychological approach to the development of the psyche, at the framework of which an ecopsychological (ontological) model of the formation of agency has been developed (V. Panov). An individual should pass a series of stages at the development of own properties: from the subject of needs (motivation) through the subject of perception of the sample action (observer) to the subject of productive development (creator). To study the processes occurring at different stages of the formation of agency a pilot study on a sample of engineering students, divided randomly into control (64 people) and experimental (58 people) group was conducted. In the experimental group, classes were

conducted by scheme, directed on the development of the stages of the formation of agency in accordance with ecopsychological model. In the control group, training took place in the form of traditional training. For diagnose the stages of formation of agency, the author's method was used. A regression analysis was conducted by us: the "observer" stage in the experimental group as predictors includes the initial value of the "observer" stage. The "apprentice" stage already includes two links of relationships: the initial value of this stage before the experiment and the value of the previous "observer" stage, formed at the end of the experiment. Among the predictors of relationships there are several asymmetric ecopsychological types. Similar conditionality is inherent all stages of the formation of agency. Thus, the results of the regression analysis show the continuity of the formation of stages. The subsequent stages of the formation of agency include its development at previous stages as predictors. Work is executed at financial support RFBR-OGN, grant 17-06-00871.

REGRESSION PSYCHOLOGICAL DEFENCE AS CAUSE AND EFFECT OF INTERPERSONAL RELATIONSHIPS IN YOUTH ENVIRONMENT

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Turning on the synergetic platform and considering to not only linear but simple nonlinear relations, we find three interesting psychological defence mechanism dependencies "Regression" (method of R.Pluchik) and parameters of interpersonal relations (methods of T.Leary). The dependency research was conducted using the M.Basimov method. Dependence of the parameter "Aggressive (Self-ideal minus Self-real)" (Y) from the parameter "Regression" (X) as comparative weightiness of the parameter Y for quinters on a scale X: X-1(Y=+1193); X-2(Y=-2226); X-3(Y=+6513); X-4(Y=-547); X-5(Y=+65) Factor of the connection strength=0.56 (reverse dependency=0.11) Coefficient of correlation=0.01 Moderate use of such mechanism of psychological defence as regression (an average level at the 3rd quinter), calls the trend to a sharp increase in the desire to be more aggressive (Self-ideal minus Self-real) – the explicit maximum (comparative weightiness=+6513). Dependence of the parameter "Regression" (Y) from the parameter "Selfish (Self-real)" (X) as comparative weightiness of the parameter Y for quinters on a scale X: X-1(Y=+15663); X-2(Y=+220); X-3(Y=-6131); X-4(Y=+184); X-5(Y=-358) Factor of the connection strength=0.81 (reverse dependency=0.12) Coefficient of correlation=-0.17 This dependency is strong and obviously

single-sided. The reverse dependency (dependence X on Y) is extremely weak (0.12) as compared to the direct dependency Y(X) for which the Factor of the connection strength is equal to 0.81. The individual conceiving of him/herself as unselfish (the 1st quinter) highly inclined (the highest value) to use regression as a mechanism of psychological defense (comparative weightiness=+15663). Even with the little increase of selfishness accessing regression significantly decreases and reaches a minimum at the 3rd quinter (comparative weightiness=-6131). Dependence of the parameter "Regression" (Y) from the parameter "Selfish minus Dependent (Self-ideal)" (X) as comparative weightiness of the parameter Y for quinters on a scale X: X-1(Y=+96); X-2(Y=-1856); X-3(Y=-497); X-4(Y=+7555); X-5(Y=-685) Factor of the connection strength=0.55 (reverse dependency=0.10) Coefficient of correlation=-0.07 The intention to become more selfish (the 4th quinter) facilitates the appeal to the regression psychological defence mechanism (the maximum, comparative weightiness=+7555). But excessive aspiration to selfishness (the 5th quinter) leads to the opposite result. The dependencies presents no interest even for adherents of the "meaningful" correlation. It also staticizes acceptance synergetic paradigms in psychological science.

DEPRESSION DETECTED THROUGH DRAWING TECHNIQUES

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Laura Maresca (Naples, Italy)

Depression was stated to be the main concern of 21st century by the World Health Organization. Medical studies describe overt symptoms so as to allow psychiatric diagnosis. There are not enough psychological tools to objectively support clinicians' look. This deficiency became evident while working in a public health structure in Rome: rigorous diagnosis were urgently required because of high suicidal risks and of the necessity of targeted pharmacological interventions. Drawing techniques are the quickest psychological tool, so we wondered whether some graphic cues could be significantly related to depressed adults. Results are so consistent that our aim is to open the way to further research. Free drawing is known to facilitate expressing cognitive/emotional states (Maresca, 2018) because it bypasses unawareness, defense mechanisms, and communication difficulties. Longstanding research has confirmed that tracteries of a tree, human figures, and families, show features correlated to personality diseases: but hitherto none were correlated to depression. The widespread belief is that depression is a 'low mood', thus, translating from children's outcomes

(Koppitz, 1968), also depressed adults are expected to draw: small figures; located on the lower edge of the sheet; with a light pressure of the lines. There is no previous research to compare with, and we had no economic grants, so we explored only our exiguous group of fifty inpatients. Diagnosis of depression syndrome was previously clinically assessed by skilled psychiatrists together with BHS (Beck Helplessness Scale). We looked for recurrent graphic features in the drawings of human figures and real/ideal families. Unexpectedly, most of the scripts were located on the upper edge; the same subjects' strength of pressure varied. Dimensions were mostly small. Human figures showed regressive signs such as stereotypes and positions on the left side, and two remarkable features such as missing or stylized hands and disproportionately large heads. Subjects frequently omitted themselves in the real family and/or refused to draw their ideal family. In our globalized society it may be difficult to verbally contact disturbed subjects, thus drawing techniques can become an elective tool to support diagnosis of depression and to understand its internal dynamics.

THE 'DRAW A HUMAN FIGURE' TECHNIQUE FOR PEDAGOGISTS AND SCHOOL-TEACHERS

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Laura Maresca

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Psychodiagnostic tests can be used only by authorized experts, as all medical instruments. But thermometers, for example, can be used by anybody for a quick preventive purpose. Psychology instead provides for two exclusive categories of 'personality' and 'structural/objective' tests, forgetting that drawing techniques are neither one nor the other, because they are not a 'test'. Statistical normative data of children's free 'drawing human figures' (DHF) were assessed by the North-American Koppitz (1968). We carried out an Italian standardization, in order to update information. Correlation between some features in children's free drawings and their cognitive/emotional state was found by a pedagogue at the end of 19th century. Many authors added more correlations, until human figures became a well validated psychological technique. Later this was absorbed by the psychoanalytic movement which used it in order to describe the whole 'personality', and confined it among the so called 'projective tests' (Maresca, 2018). Recovering the correlational trail, it may be

given back to a modern psychological science and commonly used for prevention. We arranged a well balanced sample of almost one thousand schoolchildren, aged from 5 to 10, according to the geographical characteristics of Italy. Specific features of all tracers were detected and added up, cutting them out according to the percentage of how frequently they appeared, for each age range and for both genders. Tables of significant features will be presented, where outcomes can be descriptively read. DHF is an easy task to be administered and has few definite referring data: the elemental reading key is that the most frequent graphic features must be present in a specific age range for different gender, so their absence certainly denotes cognitive and/or emotional problems. As such, it is suitable to be offered to pedagogists and to school-teachers as a useful preventive aid. They do not need to make clinical interpretations, but just detect a problematic child and call experts who will then intervene in time. Moreover the technique is culture-free, so its standardized norms are valid anywhere in our globalized society.

SKILL OF PARAPHRASING IN UNIVERSITY STUDENTS

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Paraphrasing is understood as a skill that the reader has to reformulate the main ideas of the text without distorting them, so the subject needs to master the language to understand the meaning of the text (Arechavala, Catoni, Ávila, Riquelme and Aedo, 2011; Arbusti, 2010; León, Solari and Escudero, 2011). In the college this ability is important because it is a way to show reading comprehension. There are some typologies of paraphrases that allow to measure different types of reading comprehension, ranging from the simple to the complex. In this sense, the aim of the present study was to evaluate the type of paraphrase in a sample of 99

university students, selected through an invitation to participate in the study. During the evaluation session an experimental article was given to them, informing them that they would read it and then respond to a questionnaire of 10 questions. All the answers to the questionnaire were analyzed, typifying them in the following categories: 1) Copy, 2) Substitution, 3) Elimination, 4) Transformation, 5) Segmentation and 6) Change of order. The results indicate that the type of paraphrase is a function of the type of question, whether it is a textual question, an analysis question or an inference question.

THE ROLE OF PERSONALITY, COPING AND OPTIMISM IN PREDICTING LIFE SATISFACTION

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Researchers examining life satisfaction have focused on both dispositional traits and situational influences. Past studies have shown that people who are extraverted, emotionally stable, and engage in problem-focused coping tend to score higher on measures of life satisfaction. The purpose of the present study was to examine whether optimism makes a unique contribution to life satisfaction. Optimism, or positive bias, refers to the belief that misfortunes are more likely to occur to others than to oneself. A total of 178 individuals participated in this online survey study (M_{age} = 23.00; SD = 6.27). They completed questionnaires that assessed demographic characteristics, personality (BFI-2), coping (Ways of Coping Scale), optimism and pessimism (Future Events Scale), and life satisfaction (Satisfaction with Life Scale). The variables of age and gender were added on the first step of a

hierarchical multiple regression analysis and did not significantly predict life satisfaction. In the second step, personality factors made a significant contribution and accounted for 29% of the variance in the model. Significant predictors were lower Neuroticism and higher Extraversion and Conscientiousness scores. In the final step, coping and optimism also made a significant contribution, adding an additional 9% of variance to the model. Specifically, life satisfaction was predicted by lower scores on emotion-focused coping, and higher scores on optimism. When pessimism scores were substituted for optimism scores in a separate model, they did not make a significant contribution. Thus, a positive bias or outlook can be beneficial in terms of buffering against life's stressors and contributing to life satisfaction. Pessimism is amenable to change, and should be a focus of clinical interventions.

A UNIVERSAL MODEL FOR HALLUCINATIONS AND ITS IMPLICATIONS

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Hallucinations are the most common phenomena in altered states of consciousness (ASC) and the essential symptom of schizophrenia. However, due to the difficulty in approaching subjective experiences through positive research, the lack of a systematic analytical framework has seriously impeded the in-depth research on hallucinations.

Different from most research focusing on the generation mechanism of hallucinations from the perspective of neurophysiology, this paper attempts to propose a universal model to reveal the formation mechanism of different states of hallucinations from a unique perspective. Our starting point is that there are two pathways through which to affect perception: When false internal stimulations and external objective stimulations affect perception together, the changes in their relative strength will result in the consistence, breakdown and re-consistence of the five senses, leading to three basic states of hallucinations (one can distinguish reality from fantasy, one cannot distinguish reality from fantasy, and reality and fantasy are totally reversed).

Moreover, in the second state of hallucinations, the inconsistency of the five senses, on one hand can also explain the generation mechanism of out-of-body experiences and synesthesia; on the other hand, makes it possible to integrate internal

and external stimulations together, thus bringing about various marvelous psychedelic phenomena in ASC, combined with the amplifying function of enhanced awareness caused by the weakening of the brain-filtering function which always occurs along with hallucinations.

Furthermore, the third state of hallucinations suggests a novel hypothesis to interpret extrasensory perception (ESP): the essence of ESP is that false internal stimulations are mistaken as external objective stimulations which enter through sensory organs, while real external objective stimulations are mistaken as perceptions which do not result from sensory organs when one is in deep hallucinations. In this situation, one would naturally treat the inconsistent and "unexplainable" external stimulation as information acquired through psychic abilities such as clairaudience, clairvoyance or telepathy since he cannot find the counterpart in the imaginary world.

Finally, we arrive at a conclusion that paranormal phenomena are simply illusions that happens along with deep hallucinations and drop some helpful hints for the clinical treatment of schizophrenia.

THE ABILITY TO DIAGNOSIS AS A PROFESSIONAL COMPETENCE OF A PSYCHOLOGIST

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In recent years in the domestic education competence approach is declared as a priority methodology and basic paradigm. The formation of abilities and willingness necessary for successful professional activity in a specialist as a goal of education is obvious. However, the specific sets of competencies required for a specialist, presented in the existing educational standards, are not yet fully and clearly defined. The development and effective implementation of the competence approach is impossible without special studies aimed at studying both the actual content of the professional competencies requiring formation, and the possibilities and methods of such formation. In particular, there is a need for psychological research in this area, since many competencies can be considered as professional cognitive abilities. A professional diagnostic capability is needed to almost any specialist (e.g. psychologist, doctor, engineer, etc.), diagnosis in a problematic professional situation is a necessary action that helps the specialist to solve a professional task. The condition for the formation of diagnostic competencies is the ability to diagnostic thinking, which is a special

form of perceptual-mental activity. By analogy with the mental operations of generalization or classification diagnosis can be viewed as a complex mental operation that integrates the following essential elements of mental activity, as a comparison, analysis, synthesis etc. At the same time diagnosis as the mental operation is present not only in professional but also in everyday life. Diagnostic competence is related to understanding. If we consider understanding as a universal operation of thinking, then diagnostics can be considered as an element of understanding. It is believed that understanding provides a connection of new properties of the object of knowledge with the already known, forms an operational sense. Therefore, for understanding (especially if we are talking about forms of understanding that require a deep understanding of the causes and consequences) it is necessary to solve a certain mental task, for which the diagnostic operation is used. Actually understanding (as a new meaning, not as a process) we can consider as a result of diagnosis (especially if we talk about causal diagnosis, diagnosis of causes).

VALUE-MOTIVATIONAL SPHERE OF THE DEVIANT PEOPLE

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Objective: analysis of problems of deviant behavior in the context of the processes and results of deformations of the system of values of the individual and the community. The method of research is a theoretical analysis of the problem of deviant behavior in the context of the processes and results of deformations of the value system of an individual and the community. Results and conclusions. Deviations in human behavior in different ages are manifested in a variety of forms, such as aggression and autoaggression, alcoholism and drug addiction, offenses and crimes, and new forms of the addiction. The problem of the (re/tras)formation of a system of values is touched upon in the multitude of works by modern and classic scientists, pedagogues, social workers and other specialists. Production-technological, socio-psychological and politico-economic changes in worlds have led to the destruction and desacralization of the customary system of values, such as moral norms, their representation in interaction with fatherland, family and friendship, professional and work

communication. Modern societies began to exist in the spirit of principles and rules of life, that values are formed spontaneously and exists in individual forms. This makes these norms very vulnerable to deviations, and also crushes the very understanding of deviations, "reducing" them to individual versions of the "norm". The destruction of the universality of the rules that guaranteed the survival and development of peoples and people, the development of culture, leads not only to the destruction of culture (lack of culture), but also to the loss of their potentials of viability and extinction by communities. Discussion. Deviant (innormal) behavior is a social behavior that deviates in its motives, value orientations and results from the accepted in a given society, social stratum, group of norms, values, ideals, that is, normative standards. Equilibrium (stability) of social interaction involves the integration of the actions of many, which is violated by the deviant behavior of one or several people. There are different types of societies, so behavior that is deviant in one society will not be so in another.

ATTACHMENT STYLE AND PERSONAL RESOURCES AS PREDICTORS OF DECENT WORK IN THE MODERN LIFE ERA

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According to the 'Psychology of Working Theory' (PWT; Blustein, 2006), decent work is an important component of well-being. However, recent changes in the world of work are contributing to the decrease of decent work (Blustein, 2013), which is reflected by underemployment augmentation (work conditions that are inferior to certain standards). As underemployment (Allan, Tay, & Sterling, 2017) is regarded as a non-symmetrical experience between work conditions and type of position (e.g., benefits, salary, required level of education), personal resources may, according to PWT, alleviate underemployment conditions. The current study investigated how available personal resources, career-adaptability (CA), volition (VL), and ambiguity-tolerance (AT) affect underemployment. The role of attachment style in the linkage between personal resources and underemployment was also examined. We hypothesized that secure attachment would result in high resource availability, which in turn would reduce underemployment. Two-hundred and three participants (142 women and 61 men) aged 24–66, with at least one year's seniority at the workplace, completed the following

questionnaires: Attachment Style (secure, anxious, avoidant), Career-Adaptability, Ambiguity-Tolerance, Volition, and Underemployment (pay, status, hours, temporary work, and field). Structural equation modeling analysis using AMOS was employed to examine the proposed mediating model. Structural equation modeling analysis indicated that available personal resources (CA, VL, and AT) reduced underemployment ($\beta = -.11, -.17, -.19$, respectively). In addition, anxious attachment (but not secure/avoidant attachment) affected underemployment via the mediation of CA and AT ($\beta = .04, .06$, respectively). Individuals who are characterized by high levels of CA, VL, and AT might experience less underemployment, and hence cope better with changes in the world of work. Counselors (private, or in the organization) are advised to foster these individual capacities, especially when anxious-attachment is identified. The findings suggest new directions for counselling to make work more just by enhancing specific individual capacities. This is particularly relevant, according to PWT, for marginalized groups who typically encounter more underemployment.

TRANSVITAL SENSE IN LATER LIFE

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Life experience accumulated over many years allows an elderly person to navigate in the surrounding social space, but at the same time, the same life experience can become "difficult doorstep to step over" at the intersection of change, when meanings, values, needs and attitudes are changing. The presence and "work" of consciousness presupposes an understanding of life, corresponding to the social situation and individual possibilities, also in old age. The transvital sense in the system of semantic formations of the personality of the late age is characterized by the search for new meanings that motivates post-professional, social or other activity at the final stage of life, as well as the realization of post-life continuation through descendants or personal achievements: leave behind a memory in deeds, ideas, in created material and intangible values, etc. At a later age, a person searches and acquires a transvital

sense only when he has a semantic life context. Not every person of a late age certainly thinks about the transvital sense, but the context of approaching the final stage, explicitly or indirectly, prepares the formulation of this question and the need to solve it in one way or another, in one form or another. As a rule, a certain "trigger mechanism" is needed, which actualizes the search for transvital meaning ("what remains after me", "what else can you manage to do", "what can I leave behind, what memory, trace", etc.). For people of late age it is especially important to understand what they have achieved in their entire life span (a question turned to the past), what they have now (now) and what will happen after they leave, what and how "I will exist" (a question addressed to the future), which is, in our opinion, the task of searching for transvital meaning.

COMPOSING AN AD: THE ROLE OF IMAGE CROPPING AND OVERLAPPING ON THE EFFECTIVENESS OF PUBLIC SERVICE ANNOUNCEMENTS

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Previous studies on the effects of visual design elements have concentrated on such characteristics as image colour (Gao & Xin, 2006) or size (Codispo, De Cesarei, 2007). However, there is data that interconnection of various image elements is also important. For example, cognitive complexity of an image can affect observer's emotional reactions (Winkielman, Cacioppo, 2001; Reber, Schwarz, & Winkielman, 2004). Together with the fact (Kallgren, Reno, & Cialdini, 2000) that arousal can be an important factor in the effectiveness of public service announcements (PSAs), this proposes evidence that manipulating image composition to control image complexity can be one of the key means to increase the effectiveness of visual PSAs. That is why a two-part laboratory experiment was conducted with the goal to assess the role of two common composition techniques that affect visual complexity: cropping and overlapping objects in an image. The aim of Study 1 was to evaluate the individual effects of cropping and overlapping objects in an image. 30 participants observed 70 monochrome images that had persons and objects cropped and/or overlapped

to a varying degree. Emotional (valence, arousal) and visual complexity ratings were collected together with the eye movement pattern that was registered using eye tracker. The Study 2 was designed to assess the effectiveness of PSAs constructed using the same composition rules as in the first part. Different 30 participants observed 71 PSAs promoting pro-environmental behaviour and had to rapidly answer questions related to pro-environmental behaviour. Eye tracking data was also collected together with the evaluation of the memory of PSAs. The main findings were that cropping and overlapping objects increased the visual complexity of an image, although emotional effects were weak. Nevertheless, visual complexity was related to the effectiveness of PSAs. So concluding recommendation would be for public health and safety policy makers and ad agency customers to consider image composition as a critical determinant of the effectiveness of PSAs in addition to aesthetical purposes. This research was funded by a grant (No. S-MIP-17-134) from the Research Council of Lithuania.

THE EFFECTS OF DIFFERENT DESIGN ELEMENTS ON THE PERCEIVED EFFECTIVENESS OF VISUAL ADVERTISEMENTS

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There is already available data about the psychological effects of visual design elements. However, most of the existing studies evaluated each element separately and ignoring a specific context. The goal of the present study was to observe combined effects of several design elements in a specific field of application – advertising. 50 advertisements were presented to 70 participants who rated ads based on 4 criteria: how effective they are in attracting attention, evoking emotion, promoting behaviour, and acceptability. The following variables were manipulated by ensuring an equal number of ads of each type: size (colour vs. greyscale), content (commercial, political, social), emotional valence (negative, neutral, positive) and the usage of text (photo only vs. photo with text). Results demonstrated that different elements had specific effects. As expected, advertisements constructed from large photos were rated as attracting more attention and evoking more intensive emotions compared to ads made from small photos. However, an interesting finding was that larger size also led to more acceptable ads (despite each size being represented by an equivalent content and emotional valence).

Moreover, an important finding was that advertisements with text in addition to photos were evaluated as more positive (even though the same texts were used in each group). Equally significant was the fact that the effect of emotional valence of content was not limited to emotional reactions, but also influenced attention and behaviour. Positive advertisements were rated as more effective in attracting attention compared to neutral or negative ads. At the same time both positive and negative advertisements had stronger effect in promoting behaviour compared to neutral ones. Lastly, a valuable colour effect was observed. Full colour advertisements were evaluated as evoking less positive emotions compared to greyscale ones. Together with other studies that found similar effect (e.g. Polzella, Hammar, & Hinkle, 2005) this provides data that the use of colour is highly context dependent. All in all, the results of the present study provided valuable insight in the usage of combined design elements to achieve desired effects in advertisements. This research was funded by a grant (No. S-MIP-17-134) from the Research Council of Lithuania.

THE ACADEMIC TUTORIALS. ANALYSIS OF THE OPINION OF THE TEACHING PERFORMANCE BY PSYCHOLOGY STUDENTS

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An academic tutor is a person committed to improving the academic skills of a novice student to integrate him / her into a professional role (De la Cruz et al., 2011). In Mexico there are few Higher Education Institutions that include in their curricula the academic mentoring as a teaching-learning tool; among the pioneers we can point to the Universidad Nacional Autónoma de México (UNAM). The FES-Iztacala-UNAM, was one of the first schools that incorporated in its programs to mentoring as a transversal strategy of teaching, whose general objective is that students acquire generic skills and competencies that complement their training. Given the importance of this activity in the training of future professionals, the objective of the work is to analyze the opinion of students of the career of Psychology regarding the performance of their professors during academic tutorials. In order to obtain information, the written opinions of the

students were used in the Student Opinion Questionnaire on Teaching Practice (COPDE), in the application made in the 2016-1 semester. 350 opinions were obtained from students in the first, third, fifth and seventh semesters of the Psychology degree and the resulting opinions were categorized for their analysis. The data suggest that the contents and meanings of the opinions of the students vary according to the semester and if the teacher is classified as an effective teacher or not in their performance. Qualitatively different opinions were also evidenced in the different dimensions analyzed: Teaching methodology and general satisfaction; Program compliance and evaluation; Attitude and ethical behavior. Specific teacher training strategies are proposed, aimed at improving or strengthening the competencies that comprise each of the dimensions analyzed.

PSYCHOLOGICAL PECULIARITIES OF PROFESSIONAL SELF-DETERMINATION PUPILS IN MONGOLIAN SCHOOLS

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Psychological peculiarities of professional self-determination pupils in Mongolian schools Professional orientation is the core of human resource management at the country level. It is effective only in personnel system and human resource management. Mongolia is very "diverse"

country therefore professional orientation in different aimags (towns) is complex. What is a profession? It is difficult to answer since the discussion is currently being unfold. After all, if we discuss traditional scopes of work, we can talk generally about lifestyle rather than profession.

CONTEMPORARY ISSUES OF ADOLESCENT DEVIATIONS

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The complexity and ambivalence of adolescence make it a risk factor for many undesirable manifestations. Different types of deviant behavior are a particularly pressing issue. The reports presents the results of research on the

causes of this phenomenon which constitute the base for preventive programs for asocial and antisocial behavior among adolescents, including the innovative program "Psychoplastic of adolescent personality".

SOCIAL CATEGORIZATION OF CULTURALLY DAFFERENT PEERS AMONG PRESCHOOL-AGE CHILDREN

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Multicultural educational environment needs to be based on clear understanding of social categorization of peers; whereas there is a lack of empirical research on this topic among preschoolers. We have developed an inventory to examine social categorization of peers among

preschool-age children. The results of its practical testing are presented. The bases for social categorization of peers among preschool-age children are analyzed. The importance of cultural background as the basis for social categorization of peers is discussed.

FEATURES OF ATTITUDE TO THE SITUATION OF NON-NORMATIVE BEHAVIOR OF A CCHILD OF PRESCHOOL AGE

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At every historical moment in society, it can be observed some constants and metamorphoses in the context of the meanings and senses of a certain cultural era. Preschool children assign an idea and attitude to the situation of abnormal behavior in the modern world. A child of preschool age understands what deception is, describing it as disapproving behavior followed by punishment.

A child of preschool age is able to recognize the situation of deception in interactions with peers. The child does not identify the deception situation when the adult is the source of the deception. In preschool age motives of deception prevail: a lie in order to avoid punishment, a lie in order to avoid humiliation and shame. Motives for offensive behavior vary between boys and girls.

THE ORGANIZATIONAL CULTURE AND IS INFLUENCE ON THE INDIVIDUAL PERCEPTION OF JOB INSECURITY

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The theoretical foundation of the study is The Opder approach to the organizational culture (L.N.Aksenovskaya). The purpose of the study is to examine the role of the type of the organizational culture into the job insecurity perception. Participants were 347 male and 178 female employees holding in a variety of job positions in a large firm nested in several groups. The measures used in the present study are: the 'Work-Related Behavior and Experience Pattern' questionnaire

(AVEM), the Survey of Perceived Organizational Support (SPOS), Organizational Justice Scale, the Job Insecurity Scale, the Order leadership type scale. Structural equation modeling were used to test the hypothesis. It was shown that Order leadership type and type of the culture created by leaders influence on perceived organizational support, organizational justice, job insecurity. Some types of leaderships is created culture of insecurity and it is influence on the individual perception of job insecurity.

DOSE COMPACT JOB DEMAND LEAD TO EMPLOYEE DELAYS? THE MEDIATING EFFECT OF JOB BURNOUT AND THE MODERATING EFFECT OF PERCEIVED CONTROL OF TIME

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Considering the fast and compact working style of the contemporary, the purpose of this study is to testify the effect of time-related job demand on work procrastination and job performance, and to further explore the mediating role of job burnout as well as the moderating role of perceived control of time, based on the job demand-resource theoretical model (JD-R model). Through the integration of temporal personal resource and time-related job demand, this study applied a moderated mediation model to test the research framework, and to comprehensively explore the buffer effect of perceived control of time on health impairment process of temporal JD-R model, that is, job

demand-job burnout-job performance. Using the questionnaire method, this study collected 221 sets of valid dyadic questionnaires of supervisors and their single pairing subordinates. Time-related job demand influenced burnout, which, in turn, influenced job performance. In addition, perceived control of time had negative moderating effects not only on the relationship between time-related job demand influenced burnout, but also on the mediation of burnout between time-related job demand and job performance. The current study adds to the research pointing at perceived control of time as a promising personal resource for employees' thriving at work.

THE NATURE OF TECHNOLOGICAL IMAGINATION AND CREATIVITY: COGNITIVE TASK ANALYSIS

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The purpose of this study was to propose a model of technological imagination based on cognitive task analysis and report some preliminary supports for the model. Technological innovation is a long and tedious process involving mental, physical, and social activities to create new products or procedures that are valuable to humans. Technological imagination, a cognitive process, that spurs the technological innovation can be characterized as contextualization of a combination of physical knowledge/mechanism to achieve a specific functional requirement. Wallas' (1926) theory of creative process and Klahr and Simon's (1999) theory of scientific discovery were combined to account for cognitive processes involved in technological innovation. Conceptual combination in the mind is the mental mechanism that brings forth technological imagination. Four stages in technological creativity include: 1. preparation stage, various sorts of domain knowledge must be assembled and available. 2. incubation stage, before the key

idea is found, conceptual combination, a simple heuristics to generate new ideas, is at work either consciously or unconsciously in one's head so that ideas from different domains may meet each other. 3. Illumination stage, the pattern recognition ability to spot the most likely candidate ideas is the key at this stage. 4. The validation stage. The vintage idea is tested and validated by prototyping and experiments. Interview data from twenty experts in technological and engineering domains provide evidence that conceptual combination is the key cognitive mechanism that works to bring forth the vintage idea to the solution. Efforts to test the idea and create the product then require extensive collaboration and investment of social resources. Results of several studies have shown that conceptual combination training can enhance college students' originality in product design task. The model lends great implications for engineering education and methods for cultivation of technological innovation ability.

ATTENTIONAL BOOST EFFECT IN MULTITASKING SITUATIONS: IMPLICATIONS FOR IN-CAR INFORMATION SUPPORT SYSTEM DESIGN

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Attentional boost effect (ABE) is a phenomenon that while performing a secondary signal detection task, the memory for the primary task are enhanced in dual task situations. This study aimed to examine the ABE in a multitasking driving situation involving picture memory, speed judgment and signal detection. Two variables, alignment of the signal to the road signs and practice, were manipulated. Sixty-four college students' data showed that ABE was not observed either in speed judgement or picture recognition. However, large individual differences were observed in the picture recognition. ABE was observed in sixteen (25%) participants. It suggests differences in attentional resource might cause some participants to adopt a strategy to allocate more attention to the speed

judgment task in sacrifice of the picture memory task. Practice could improve performance in all tasks. The alignment of the location of the signal to the speed sign did not affect accuracy of the responses, but affected the false alarm rate. When signals were presented in the center (misaligned condition), picture recognition task showed higher false alarm rate, probably because the attention had to move from the road sign to the center and thus decreasing the time to process pictures. In contrast, when signals were presented under the road sign (aligned condition), signal detection task showed higher false alarm rate, probably due to feature overlap between the speed sign and the signal. Implications for in-car information support systems were discussed

ADVERSE CHILDHOOD EXPERIENCES AND ALEXITHYMIA IN PATIENTS WITH MAJOR DEPRESSIVE DISORDER

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Adverse childhood experiences have been found to negatively affect the development of emotion regulation and lead to increased alexithymic features (Taylor, Bagby, & Parker, 1999). However, little is known about specific associations between adverse childhood experiences, alexithymia and depression in patients with major depressive disorder (MDD). We sought to 1) compare adverse childhood experiences (emotional neglect, emotional abuse, physical neglect, physical abuse, sexual abuse) between alexithymic and non-alexithymic patients with MDD, 2) and explore whether specific adverse childhood experiences, depression or their interaction with depressive mood predict alexithymia and its components. The study sample consisted of 137 psychiatric outpatients with MDD (aged 21-61 years, mean age 34.9 years) recruited from the Department of Psychiatry at Kuopio University Hospital between 2016-2017. Alexithymia and its components were assessed using the 20-item Toronto Alexithymia Scale (TAS (Bagby, Taylor, & Parker, 1994). The level of depression was assessed with the 21-item Beck Depression Inventory (BDI, range 0–63) (Beck et al. 1961). The Trauma and Distress

Scale (TADS) (Salokangas et al., 2016) was used to assess adverse childhood experiences. Results: Alexithymic MDD patients reported more childhood emotional neglect than non-alexithymic MDD patients. Both BDI ($\beta = -0.30$, $t(132) = 3.52$, $p = 0.001$) and TADS total scores ($\beta = 0.17$, $t(132) = 2.01$, $p = 0.045$) significantly predicted TAS scores. In addition, when individual TADS domains, together with BDI, were investigated in an age- and sex-adjusted linear regression model, BDI ($\beta = 0.14$, $t(132) = 3.17$, $p = 0.002$) and emotional neglect ($\beta = 0.28$, $t(132) = 2.81$, $p = 0.006$) significantly predicted TAS component Difficulty of identifying feelings ($F(4,132) = 11.13$, $p = 0.001$, $R^2 = 23.0$). The interaction between BDI and TADS did not predict TAS scores or TAS domains. Severity of depression and elevated levels of adverse childhood experiences associated with alexithymia. Emotional neglect predicted not only alexithymia (Güleç et al., 2013), but also its "Difficulty in identifying feelings" –component regardless of age, sex or the level of depression. Thus, these findings suggest that difficulty in identifying feelings is linked with experiences of emotional neglect in MDD patients.

THE EFFECTS OF PSYCHOLOGICAL GAMES ON COMMUNICATION SKILLS FOR PERSUASION

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This study examined the effects of psychological games on communication skills for persuasion of young people. Theoretical framework of this study is social learning theory and this study is based on social skill training for young people. It is supposed that the participants learn persuasive communication skills by watching and imitating others through the games. Werewolf-Game was used as a psychological game. Werewolf game has about 10 participants and they were divided into 2 teams, werewolf team and citizen team. Werewolf tells a lie and attacks the citizens, citizens try to find the wolf by conversation and expel it. Participants must have discussions and need to persuade others in this game. Therefore, communication skills for persuasion become very important to win. Survey participants were 60 university students (who have experienced few werewolf-game before, 36 males and 24 females, Average age is 20.62.). Half participants were divided into an experimental group, and the others were into a control group. The experimental group members played werewolf-games 6 times during 2 weeks, and the control group members did not. Their

communication skills for persuasion (4 factors) were measured: logical argument, humor and empathy, profit of the partner, and faithful manner. The questionnaire was carried out 3 times: 2weeks before the games, 2 weeks after the games, and 4 weeks after the games. According to the ANOVA (2(between: experimental, control) ×3(within: before, after 2 weeks, after 4 weeks), interaction effect was significant. There was no significant difference in the means of all scales between experimental group and control group before the games. 2 weeks after the games, all communication skills for persuasion in experimental group became higher than before, and those skills were higher than those of control group. In addition, all skills were maintained high 4 weeks later. These results indicate the possibility that communication skills for persuasion are promoted by the training using the psychological games. Young people learn the persuasive communication skills by participating the games while enjoying them. According to this study, it is possible we can use the psychological games to promote communication skills for persuasion.

INVESTIGATING STEREOTYPES AMONG MINORITY GROUP MEMBERS IN ISRAEL: THE ROLE OF INGROUP AND OUTGROUP SYMBOLS

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When do minorities endorse stereotypes toward the majority group, and what factors are involved in these perceptions? Apparently, the field of minority studies lends itself to the conflation of ethnicity, culture and religion, and their possible effects should be acknowledged. Objectives: This research examined the influence of exposure to ingroup and outgroup concepts on stereotypes of minority group members toward the majority. Method: Arab participants were primed by symbols representing group affiliation content (Jewish symbols or Arab symbols) and then their stereotypes towards Jewish people were examined. Results: It was found that priming group symbols has differential effects on Arab minority sub-groups, where the Muslim group revealed more negative stereotypes towards Jews compared to the non-Muslim group. These effects were found for both ingroup and outgroup symbols: When primed with outgroup symbols Muslims perceived Jews as more unpleasant,

and when primed with ingroup symbols they perceived Jews as more antagonist. Conclusions and Research implications: The activated group content has an important role in increasing stereotypes as a function of the of group affiliation among members of a minority group. Given the paucity of psychological research focusing on how outgroup stereotypes are formed as a function of ethno-religious group affiliation, the present study has furthered our understanding of the role of group symbols in shaping stereotypes of ethno-religious minority members towards the majority. The main conclusion suggests that following exposure to ingroup or outgroup concepts, negative impressions towards the outgroup may be greater in sub-groups with stronger identification with their higher ordinate minority group. Future studies should examine further theoretical explanations for this process and the conditions under which they operate.

INTERVENTION TO IMPROVE EMOTION KNOWLEDGE IN KINDERGARTEN – AN EVALUATION STUDY ON THREE LEVELS

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Support emotion knowledge of young children is an important social matter. Children with extensive emotion knowledge are better in self-regulation and will have more future school success (Denham et al., 2012). In addition, further education is an important task in professional life. Studies showed: professionalisation could have positive effects (Lipowsky, 2012). Different evaluation levels must be considered. Lipowsky (2010) postulated four levels of intervention success. In this study three of four levels were examined. The aim of this study was to create and evaluate an intervention for kindergarten teachers on different levels and took the following questions in account: 1) Satisfaction of kindergarten teachers with intervention 2) Learning growth of kindergarten teachers in the field of emotion knowledge 3) change of

emotional-related interaction between kindergarten teachers and children. Sample size (N=41) was acquired in six kindergartens in Hamburg and Lower Saxony. 1) Self-reported satisfaction was raised immediately after training. 2) To test the knowledge growth of kindergarten teachers, a pre-experimental design with only one experimental group (with measuring repetition) was applied. Kindergarten teachers had to solve an emotion knowledge crossword puzzle three times. 3) Self-reported frequency of emotional-related interaction with children in different situations was raised backdated. Results: 1) Summing up, there are „good“ reviews (M=1.99, SD=.67) for the intervention. 2) Variance analysis with repeat measurement results in a significant meaning effect over time (F=12.483, p=.000,

TRANSCULTURAL MIDWIFERY: THE VALUE OF DIVERSITY

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The aim of this survey is to examine how the motherhood is experienced in situations of migration to understand whether these situations affect the way in which a mother thinks and deals with the birth, or not. To analyze this concept, I conducted a qualitative research, using informal dialogues with 25 women between 20 and 45 years old, coming from different countries of Africa, Asia, Europe and America, but living in Italy during the periods of their pregnancy, delivery and postpartum. These dialogues have

been performed at the Employment Centre and, during my training activities, at the Hospital "Rummo", in the city of Benevento. What I investigated is related to: differences of habits during pregnancy between Italy and the native countries; desires, discontents and behaviours associated with the labour; habits concerning the postpartum and differences with the Italian mothers. The results of this study show that there are a lot of different needs, different desires and different habits to approach pregnancy, that

are all depending on the native country. It would be useful for midwives and maternal-child experts to acquire a transcultural perspective of

assistance to satisfy mothers' wishes, still following protocols for the welfare of women and children.

EFFECT OF PRIMING EMOTION NAMES AND ATTACHMENT STYLES ON TURKISH LEXICAL DECISION TASK PERFORMANCE

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The aim of the study is to examine the response times (RT) of participants who have different attachment styles, to target stimuli consisting of attachment-related and general words, under threat, secure and neutral priming conditions. In line with this aim, three main hypotheses are investigated: First, RTs under the threat condition are longer than other priming conditions. Second, RTs to attachment-related words are longer than the general target words. Third, RTs to target groups under different priming conditions are statistically different according to attachment styles. The sample of the study consists of 113 volunteered under-graduate and graduate students from Fatih Sultan Mehmet Vakıf Üniversitesi. Participants were given informed consent, and then completed Demographical Information Form and Experiences in Close Relationship Scale. To eliminate the effects of

the design, anxiety and depression levels were measured and Beck Anxiety Inventory and Beck Depression Inventory are conducted for this purpose. The performance in the priming and target conditions were measured by RTs in the lexical decision task. According to the results, the differences between RTs under threat, secure and neutral conditions are not significant. RTs to attachment-related words are longer than the non-attachment stimuli. According to t test, RTs under both conditions, priming and target, are not statistically differentiated by attachment styles. But ANCOVA analyze shows that RTs of participants who have attachment anxiety are statistically different under both conditions when effect of levels of anxiety and depression are neutralized. The results are discussed under the light of the literature.

DO BETTER INVENTED SPELLERS IN KINDERGARTEN SHOW MORE ADVANCED READING AND WRITING SKILLS AT THE BEGINNING OF PRIMARY EDUCATION?

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This study aimed at researching the impact of invented spelling training in the last year of kindergarten on European-Portuguese children's reading and writing skills throughout the first year of primary school. Since its immediate beneficial effects have been pointed out by various authors, our goal was to expand previous researches and design a 2-year follow-up study until the end of Grade 1, where students engage in formal literacy instruction activities (Alves Martins et al, 2013, 2014; Hofslundsengen, Hagtvet & Gustafsson, 2016; Levin & Aram, 2013; Ouellette & Sénéchal, 2008; Rieben et al, 2005). 45 Portuguese five-year-old children took part in this study and were randomly assigned into two matching groups: experimental group and control group – alphabet knowledge, phonological awareness and cognitive ability were initial controlled variables. In the intervention phase, over a 5-week period,

the experimental group participated in 10 invented spelling sessions and the control group took part in storybook reading sessions. Children's reading and writing skills were tested five times: twice in kindergarten (before and after the training sessions) and three times in Grade 1 (at the beginning, in the middle and at the end of the school year). Statistical data analyses presented significant differences between both groups in kindergarten and in the follow-up year. Experimental group children scored higher in reading and in writing as compared to control group participants, suggesting that better invented spellers in kindergarten also developed more advanced literacy skills at the beginning of primary education. The current study provides empirical support for the development of early literacy activities in preschool aiming children's future academic success.

ETHICAL CLIMATES AND ATTITUDES TOWARD WHISTLE BLOWING IN JAPANESE ORGANIZATIONS

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The purpose of this study was to investigate the influence of ethical climates on the attitudes toward whistle blowing in organizations. Seven hundred Japanese employees participated in a web survey. The participants rated their own organizations on ethical climate scales, as well as their attitudes to whistle blowing. The results show that (1) ethical norms and rules practice and checking practice in organizations related to positive attitudes toward whistle blowing in organizations; (2) ethical norms and rules practice and ethical characteristics of

organizations related to the perceived colleagues' positive attitude toward whistle blowing; (3) ethical norms and rules practice, checking practice and ethical sensitivity in organizations positively related to the ratings about the possibility of correcting wrongdoings in organizations. These results suggest that strengthening specific aspects of organizational ethical climates can lead employees' attitudes more positively on whistle blowing and be more confident on ethical behaviors in their own organizations.

DISRUPTION OF WRITING BY IRRELEVANT BACKGROUND SPEECH: WHAT ROLE FOR NUMBER OF VOICES AND LANGUAGE?

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Irrelevant background speech can disrupt performance on cognitive tasks like writing, a task relevant for office work. This disruption can be explained by two theoretical frameworks. Attentional capture can impair cognitive performance as interesting or relevant aspects in the background speech can draw attention from the cognitive task to the background speech. According to the theoretical framework of interference-by-process, an interference between similar processes, needed both for analysis of the automatically incoming background speech and for performing on the writing task, occurs. Hence, the level of speech intelligibility (i.e. how much of the speech we can understand) in background speech should influence the magnitude of the performance loss, as, when intelligibility increases, the amount of distracting information and semantical content to process increases too. In two experiments, we manipulated speech intelligibility by changing the number of voices talking simultaneously for students with different native languages. We expected speech in native language or speech consisting of only one or a few voices to be more disruptive as such speech

signals have higher speech intelligibility compared to speech in a foreign language or speech consisting of many voices talking simultaneously. We asked Swedish (Exp.1) and Dutch (Exp. 2) students to write different stories of five minutes per story, while exposed to Swedish background speech, consisting of 1, 3, 5 and 7 voices talking simultaneously. For Swedish students, writing fluency (i.e. the total number of characters in the final edited text plus the total number of deletions generated during the writing period) increased, as number of voices talking simultaneously increased. For the Dutch students (listening to speech in foreign language), there was no difference in writing fluency between the different conditions. The results support the expectations and are in line with the concept of interference-by-process and attentional capture. This study underlines that levels of speech intelligibility in the background should be very low to avoid performance loss on a writing task. This is relevant knowledge for the architecture and design of for instance open office environments, as high intelligible irrelevant background speech is common place in such work environments.

CREATING A FRAMEWORK FOR WHOLE-BODY EMOTIONAL EXPRESSION TO IMPROVE THE SOCIAL COMMUNICATION ABILITIES OF ARTIFICIAL AGENTS

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A sophisticated framework for detecting emotion from facial expressions is beginning to emerge, but until we develop a clear understanding of how affective information is conveyed through whole-body movements our appreciation of human social-signalling remains incomplete. Some forms of classical dance involve the performance of abstract whole-body movements designed to induce an emotional state in the observer. Therefore, dance can provide an ideal tool for exploring how the human body in motion can transmit affective valence information. Previous research shows that dancers demonstrate superior accuracy in recognising emotion from the body and that dancers' expertise-driven visual-fixation patterns differ from non-experts. It is possible that these outcomes are related but this has never been empirically tested. Therefore, this investigation aims to identify how different body-regions communicate expressed emotionality to an observer. Our study was conducted to bridge this gap by exploring the relationship between emotion recognition and visual-fixation patterns across three groups: professional dancers (n=7), amateur dancers (n=16), and non-dancer controls (n=16). Participants watched a series of 5-6s whole-body dance sequences and completed a binary-choice affective-valence

decision task while their eye movements were recorded. Visual-attention for four body regions of interest (head, arms, torso and legs) was explored. Dancers (experts and amateurs) were significantly more accurate in identifying movements with a positive affective-valence compared to non-dancer controls. Results from eye tracking did not support the hypothesis that divergent visual processing strategies support this difference. No significant group differences emerged in visual-attention toward any of the target features, nor did any relationship emerge between emotion-recognition accuracy and location of visual-attention. Through examination of perceived affect and different quantitative movement-parameters, we found that slow, fluid motions with an indirect trajectory significantly predicted perceptions of negative valence. This study forms part of an ambitious three-year project (funded through the ESRC Artificial Intelligence remit) which aims to benefit the technological industry through creation of a framework for characterising affective expression in human movement. The ultimate aim is for this resource to be used by engineers and computer scientists to increase social communication abilities of artificial agents (including robots and avatars), by improving their motion profiles.

A FUNCTIONAL PERSPECTIVE OF AVERSIVE CONTROL IN PSYCHOLOGICAL THERAPY

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Aversive methods of behavior control have been the subject of controversy for decades, at the center of an intense debate in which the arguments are often based on myths, prejudices and opinions, rather than on data and empirical evidence. We decided to focus on aversive verbal control because we consider that therapist-client verbal interaction is the catalyst for the learning processes that lead to clinical change. To conduct this study, 58 complete therapy sessions from 4 cases with different psychological problems, treated by 3 therapists with different experience level, were analyzed. The therapists' and clients' verbal behavior was categorized with the Sistema de Categorización del Control Verbal Aversivo en Terapia (System of Categorizing Aversive Verbal Control), which consists of 8 categories for therapists and 3 categories for clients. Also, the software The Observer XT 12.5 (Noldus®) was used for the observation, categorization and to calculate the agreement percentage and the intra- and inter-observer reliability. The statistical analysis was made with Excel 2016 (Microsoft ®) and IBM SPSS

Statistics 24 (IBM®). The therapists use aversive verbal control through grouping verbalizations that function as a unit, thematically defined and always oriented to reduce or eliminate the anti-therapeutic behavior to which they reference. Aversive verbal control is based both on Pavlovian and operant mechanisms, and one cannot be studied without the other because they are intrinsically interconnected. Indeed, aversive verbalizations can function as punishments because they previously acquired their aversive qualities through Pavlovian conditioning processes. Equally, aversive verbal counterconditioning works to eliminate behaviors because the subject learns to avoid them, through a negative reinforcement process (operant). The potential effects of aversive verbal control can cover behaviors that are happening when and where it is applied, those that happen in different times and places, and even ones that have never happened. Hence, aversive verbal control has great utility in eliminating and preventing anti-therapeutic behaviors.

RECIPROCAL RELATIONSHIP BETWEEN PARENTING STYLES AND INDIGENOUS PERSONALITY AMONG CHINESE ADOLESCENTS

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Numerous studies have highlighted the associations between parenting style and offspring's personality development, mainly focusing on the influences of parenting style on the development of personality. The corresponding empirical evidence about the effects of a child's individual characteristics on parenting style, however, is largely lacking, with a few of exceptions. This study examined a reciprocal relationship between parents' parenting styles and their children's personality. 672 Chinese secondary school students from Shanghai, China, were assessed on the personality trait of Interpersonal Relatedness (Assessed by the Cross-cultural (Chinese)

Personality Inventory for Adolescents) and on perceived parenting styles at Grade 6 and Grade 8. Correspondingly, one of parents of each student reported their parenting style two times as well. Significant reciprocal associations between adolescents' indigenous personality and their parents' parenting styles were largely supported. The dynamic process of adolescents' personality and their parents' parenting styles, and cultural influences on the process were further discussed and empirically highlighted in the present study. Key words: indigenous personality, parenting style, Chinese adolescents, reciprocal relationships, culture

THE CHOICE OF SPORTS EFFECTS MENTAL ROTATION PERFORMANCE IN ADOLESCENTS

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Physical activity and sports cause positive effects on different parts of cognition. Especially in the area of visual-spatial capacity, athletes exhibited superior performance in spatial tasks compared to physically inactive people. However the influence of individual sports disciplines on different forms of mental rotation performance requires more precise research. This study investigates the specific relationship between different sports and specific kinds of mental rotation tasks with embodied stimuli to specify the relation of motor and visuo-spatial processes. 60 young females, 30 soccer players and 30 dancers, completed a chronometric mental rotation task with object-based and egocentric transformation of male and female figures, which were displayed either in front or back view. During their sport-specific activity soccer-players and dancers very often have to adapt their movements to the movement of a partner or opponent, soccer-players especially in front view positions. While for soccer-players reaction time often is crucial for sporting success, dancers mainly focus on the accuracy of their movements. Therefore, we expect significantly

faster reaction times for soccer players for front view stimuli but no differences between soccer players and dancers for back view stimuli. The main result was a two-way interaction between 'group' and 'view', $F(1,54) = 4.302$, $p < .05$, partial $\eta^2 = .074$. Soccer-players showed a significantly shorter reaction time than dancers for stimuli presented in front view in object based and egocentric transformation, $t(54) = -2.113$, $p < .05$. There was no such difference, when the stimuli were presented in the back view, $t(54) = -.754$, $p = .454$. Contrary to literature we didn't find significantly higher reaction times and error rates for stimuli presented in front view compared to back view in general but only for egocentric transformations. The results of this study indicate, that specific aspects of mental rotation performance can be affected by different forms of physical activity and that individual aspects of mental rotation performance depend on the sport-specific demands of visual perception. Keywords: mental rotation, sports, object-based transformations, egocentric transformations, dancing, soccer, visual-spatial abilities

THE EARLY INTERVENTION PROGRAM EFFECTIVENESS FOR CHILDREN WITH VARIOUS DEVELOPMENTAL DISORDERS

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The qualitative development of the early intervention system in Russia is one of the state priorities in the field of protection of maternal and child health, prevention and reduction of child morbidity and disability. Within 8 years the early intervention program to families with children with various disabilities is carried out in the Center of social rehabilitation of disabled and children with disabilities in Kalininsky district of St. Petersburg. The main program objective is to organize educational, developmental and playing space for a complex of comprehensive physical, emotional, cognitive, social, and personal development of a child with various developmental disorders. Material is designed as the one-year calendar program and is implemented by a team of specialists: a psychologist, a speech therapist, an APE teacher and a social teacher. The study purpose is to analyze the effectiveness of the early intervention program. As the result, 118 children with various developmental disorders (delayed speech development, autism spectrum disorder, Down's

syndrome, cerebral palsy, deafness and genetic disorders) completed the program during 2017 and 2018. Diagnostic methods in research were KID-R Scale and RCDI-2000. Data were compared with the use of Mann-Whitney U-test and Spearman rank correlation test. It was found that the greatest positive dynamics was achieved in the group of children with delayed speech development (74% of the group, $p \leq 0.01$) in terms of social development (1265, $p \leq 0.01$), self-service (1021, $p \leq 0.001$) and fine motor skills (1236, $p \leq 0.01$) in comparison with children with multiple developmental disorders. The association between the severity of concomitant violations and self-service skills formation (0.27, $p \leq 0.05$) was revealed. Due to this fact the achievement of positive dynamics for this indicator was one of the main program objectives. The early intervention program has shown its effectiveness, and further study of its implementation with children with various developmental disorders is also important.

THE RELIABILITY AND VALIDITY OF CHILDREN'S LEARNING-TO-LEARN INVENTORY

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The development of learning to learn is seen as crucial for success in the global knowledge economy. The aim of this study is to develop a learning-to-learn scale for 12-year-old children as a large-scale research instrument. A literature review and pilot study identified four dimensions, which were used to construct a 22-item, 4-point scale inventory. The four dimensions are curiosity, meaning-making, interpersonal learning, and self-regulated learning. The inventory was administered to the 1560 children in the pilot study of Taiwan Birth Cohort Study. In addition, three-wave TBCS data of 5-, 8-, and 12-year are merged to investigate the reliability and validity of learning-to-learn scale. The results from confirmatory factor analysis showed the data fit four-factor model well with RMSEA 0.051, CFI=0.978, TLI=0.974. The Cronbach's alpha for the four subscales are .64, .83, .81, .82. The

correlations between academic performance and four subscale scores of the scale are significantly but low (.18, .23, .16, and .25). Teachers' ratings of students' learning to learn dispositions are significantly correlated with students' academic performance (.54, .72, .47, and .72 respectively). Liking to go to school and satisfaction with academic performance are the influencing factors for the development of learning to learn. Results from 8- and 12-year data showed that there are low but significant correlations between 8-year academic performance and 12-year learning-to-learn scores, indicating that prior achievement slightly influence the development of learning to learn. Five temperaments measured at 5 years old has low but significant correlations with learning-to-learn scale scores. The results provide evidence for a valid and reliable 4-factor learning-to-learn inventory.

ANALYSIS OF FACTOR STRUCTURE OF PARENTAL TOLERANCE

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In the author's concept, parental tolerance is considered as an integral formation of the parent's personality. It manifests itself at three interrelated levels: cognitive, emotional and behavioral and determines the subjective development of the child's personality and his psychological well-being. The study involved 73 families with children aged 5 to 10 years. The study used a set of methods: "Conscious parenthood", "Positive parental feelings", "Parental love and sympathy", "Method of express diagnostics of the style of family education, "Method of diagnosis of general tolerance." The structure of all types of tolerance is identical with the specific content. To prove the assumption that parental tolerance is an integral formation of the personality of a parent, having a similar structure and specific content, factor analysis was used. Factorization was based on 40 variables, characterizing the structure of parental tolerance. In the factor structure of parental tolerance, 4 factors were identified, the cumulative percent of the variance of which is 54, 27%. Factor I "Emotional", covering 24, 39% of the variance, is the central factor. Significant weights

in it indicators of positive parental feelings have. Factor II "Communicative tolerance" covers 14, 07% of the variance. Significant weights in it 10 indicators have, defining different manifestations of the antipodes of tolerance. Factor III "Cognitive" covers 8, 24% of the variance. Significant weights in it 5 indicators of conscious parenthood have. Factor IV "Behavioral" covers 7, 56% of the variance. Significant weights in it six indicators have, relating to the style of family education and its accompanying parameters. The factor structures of fathers and mothers are similar. However, fathers have more cognitive component than mothers and less communicative tolerance and behavioral component. The factor analysis confirms the three-component structure of parental tolerance, its specific content and indicates the special role of communicative tolerance. The results of the research can be used in the psychological support of parenting in the work of practical psychologists with socially and pedagogically neglected children and their parents with manifestations of intolerant attitude towards children.

ACTIVE IMAGINATION FOR PSYCHOLOGY WITHOUT BORDERS

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Our time is different from the preceding ones by the rediscovery of psychic channels buried in earlier cultures, where the psyche was no more than a metaphysical system. At present, we can no longer do without this knowledge, denying or omitting the obscure powers of unconscious realities, even though such ideal of the Middle Ages has been replaced by the ideal of material and physical safety, general well-being and humanitarianism. Powers that cannot be inserted in the rational order of the world, but that act generating and mobilizing symptoms both in the singular individual as in the social environment where such individual lives, make us realize that this ideal also seems to mean an increasing threat and an even worse catastrophe. Given this situation what could the future hold for us? It seems that the psychological interest of our time expects something that the external world cannot

give, and even religions that could come from within are nothing more than inventories of an outer world. Can Brazil, a country of Latin America, contribute to forging a psychological future in common with the European Community? We will present here Active Imagination as the new possibility to be shared with psychologists and psychiatrists from all over the world, who are the only ones worldwide authorized to use the method. Our proposal is to describe this technique, as it is being developed in the South of Brazil, and to indicate the ways to access it. We believe this way we can offer something unprecedented and effective for the treatment of the Individual and, consequently, of the environment where such an individual lives, based on a unique experience and not only on assumptions.

WHEN ARE OVERQUALIFIED EMPLOYEES MORE INNOVATIVE? IT DEPENDS ON THE POWER ROLE OF EMPLOYEES' PROMOTION FOCUS

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Previous studies have suggested that perceived overqualification is an important antecedent of employee innovative behavior (Deng et al., in press; Lin, Law, & Zhou, 2017; Luksyte & Spitzmueller, 2016). However, the existing research showed the mixed findings regarding to the relationship between perceived overqualification and employee innovative behavior (e.g., Deng et al., in press; Luksyte & Spitzmueller, 2016). Based on regulatory focus theory, we examined whether employees' promotion focus (promotion focus is concerned with gains, ideals, accomplishments and aspirations, which is driven by a need for growth and self-development) moderate the relationship between perceived overqualification and employee innovative behavior. Further, we explored whether work engagement mediate the above moderating effect. To enhance generalizability, we collected data from various types of industries in Taiwan and from multi-wave (both perceived overqualification and promotion focus were collected at Time 1; both work engagement and innovative behavior were collected at Time 2) and multiple sources (innovative behavior was evaluated by

supervisors). In total, 264 valid paired questionnaires were returned. The results of Mplus showed that: (1) for employees with higher level of promotion focus, perceived overqualification was positively related to supervisor evaluation of employee innovative behavior, whereas for employees with lower level of promotion focus, this relationship was negative; (2) work engagement mediated the above moderating effect. Finally, we also discussed the theoretical and practical implication of our findings and provided several suggestions for future studies. References: 1. Deng, H., Guan, Y., Wu, C.-H., Berrin, E., Bauer, T., & Yao, X. (in press). A relational model of perceived overqualification: The moderating role of interpersonal influence on social acceptance. *Journal of Management*. 2. Lin, B., Law, K. S., & Zhou, J. (2017). Why is underemployment related to creativity and OCB? A task-crafting explanation of the curvilinear moderated relations. *Academy of Management Journal*, 60, 156-177. 3. Luksyte, A., & Spitzmueller, C. (2016). When are overqualified employees creative? It depends on contextual factors. *Journal of Organizational Behavior*, 37, 635-653.

TRANSTHEORETICAL MODEL AND SPORTS MOUTHGUARD USE: APPLICATION OF TRANSTHEORETICAL MODEL TO JAPANESE ATHLETES NOT REQUIRED TO USE A MOUTHGUARD

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The most significant factor in preventing sports-related injuries is wearing basic protective devices such as a mouthguard (MG), a soft plastic or laminate device used in sports to prevent oral injuries to the teeth, mouth, cheeks, tongue, and jaw. However, only a small number of young Japanese athletes use MG, simply because there is no mandate to do so in their particular sport. The Transtheoretical Model (TTM) is a successful framework for guiding behavioral change programs but it has not yet been applied to the issue of increasing MG use by young Japanese athletes. The purpose of this study is to examine whether the TTM can be applied to understanding the change in MG use behavior among young Japanese athletes not required to use a MG. The present study employed a cross-sectional survey of 1047 young male Japanese athletes (baseball, handball, and football). Demographic variables, experience of oral injuries, possession of MG, and the TTM constructs questionnaire (stage of change questionnaire, decisional balance, and self-efficacy) were assessed. One-way ANOVA was

used for the statistical analysis of the data. Of the 1047 athletes, 83.6% were in the pre-contemplation stage of using MG, 6.1% were in the contemplation stage while 5.8% were in the maintenance stage with the rest of the participants distributed among other stages of MG use. The decisional balance for MG use and MG use self-efficacy differed significantly among the stages of MG use behavior. A post hoc test found that the mean score of decisional balance for MG use and MG use self-efficacy were significantly lower among young Japanese athletes who were in the pre-contemplation stage than those who were in the other stages. The widespread prevalence of the pre-contemplation stage of MG use behavior among young Japanese athletes indicates the necessity of intervention programs to promote MG use self-efficacy and the perceived benefits of MG use behavior. The results indicate that the TTM was useful for determining the stages of MG use behavior among young Japanese athletes not required to use a MG.

PERCEIVED BURDEN AND DEPRESSION AMONG CAREGIVERS OF INDIVIDUALS WITH VISUAL IMPAIRMENT IN A COMMUNITY OF THAILAND

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Caregiving has evolved as an important issue not only for those receiving care, but also for those providing it. Rehabilitation efforts are mostly directed to the disabled but rarely target the caregivers. Perception of caregiver burden and depression among individuals with visual impairment varies based on socioeconomic and cultural backgrounds. This study aimed to evaluate the degree of burden and the risk of depression among caregivers of individuals with visual impairment living in a community of Thailand. Caregivers were considered unpaid family members for individuals whose sole impairment was vision. One hundred fourteen caregivers (average age 43.5 ± 8.8 years) of individuals with visual impairment, either in blindness or low visual acuity conditions, were evaluated the degree of burden and the risk of depression by using Thai versions of self-reported Zarit Caregiver Burden Scale (Zarit-CBS) and Center for Epidemiologic Studies Depression Scale (CES-D), respectively. The Zarit-CBS score of 20 or less indicates little or no burden (Cummings et al., 2002). The CES-D score of 22

or more is considered to reflect the need for further assessment and evaluation for depression (Trangkasombat et al., 1997). Descriptive statistics were applied to analyze the data. The average scores of Zarit-CBS and CES-D were 7.3 ± 5.5 and 4.9 ± 3.5 points, respectively. Of 114 caregivers, five (4.4%) expressed mild to moderate burden (Zarit-CBS = 22-29). Only one caregiver (0.9%) felt depressed (CES-D = 33). Most of Thai caregivers reported low degrees of burden and risk of depression in caring for their relatives with visual impairment. However, the findings could be underestimated due to the sociocultural background. As family is a central value for Asian societies, Thai caregivers may not reveal the real burden because of the belief that taking care of parents and spouse is an inevitable duty. Incorporating a care plan that includes caregiver burden and depression assessments should be useful to the disabled and caregivers. Cummings JL, et al. *Am Fam Physician* 2002; 65(11): 263-72.; Trangkasombat U, et al. *J Psychiatr Assoc Thailand* 1997; 42(1): 2-13. Thematic track: Psychology Health

HISTORICAL REVIEW OF THE CONCEPT OF HALLUCINATION

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Hallucinations are a pathognomonic symptom of schizophrenia and other severe psychotic disorders. Despite being the source of many severe personal and socio-economic problems, providing an effective, efficient and ethically-informed treatment is still one of the main unresolved issues in psychiatry and psychology, according to the National Institute for Health and Care Excellence. In our opinion, this might be partially due to certain long-standing inconsistencies in the definition of the notion of "hallucination" itself, which could in turn mislead our attempts to provide an effective treatment. Therefore, our main purpose was to examine the current standard conceptualization of hallucinations and to track its historical roots in order to determine its conceptual architecture as well as to explore other alternative conceptualizations. We conducted a historical review of the concept of hallucination, focusing our research in the works of 19th and early to mid-20th century authors such as Esquirol, Baillarger, Tamburini, Bleuler, Jaspers, Kraepelin, Ey and others. Specifically, our analysis aimed at determining the different axes that had structured the historical debate on the concept of hallucinations. We distinguished two main themes of debate: the first one regarding the

natural ontology and aetiology of hallucinations, and the second one regarding its alleged semantical content. As to the first one, we distinguished between cognitive-driven conceptualizations (i.e., hallucinations conceived as "perceptual delusions") and sensory-driven conceptualizations (i.e., hallucinations conceived as "sensorimotor disturbances"). Among the second, we distinguished between meaningful-driven approaches (i.e., those that grant hallucinations with personal history-related content) and meaningless-driven approaches (i.e., those that do not grant hallucinations with any kind of semantic content). We believe that this historical review provides a certain clarification of the different ways in which hallucinations have been conceived throughout their nosological history. This might in turn serve as a starting point for further conceptual analyses aimed at establishing the logical validity and philosophical commitments of each conceptual model. Finally, this could allow clinical psychologists and other practitioners to better operationally define these phenomena and consequently determine the best way to deal with them in the least invasive and most efficient way possible.

SELF-KNOWLEDGE OF SUBJECTS OF TRAINING

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In a rapidly changing world, education must also change – a thesis that no one doubts. But what should be the direction of changes in modern education, so that it corresponds to the increasingly complex conditions and the life and work of modern people? And what is the role of psychology in bringing about these changes? The answers to these questions are given by the psychology of self – knowledge-one of the new directions of pedagogical psychology, where for the first time theoretically and experimentally proved the possibility and necessity of self-knowledge at the initial stage of training. Specially organized training opens wide opportunities in development of self-knowledge of subjects of training on the basis of

development of personal-semantic and cognitive aspects of understanding as the psychological mechanism of self-knowledge. An innovative approach to the psychological nature of understanding and its role and importance in learning allows us to consider understanding, on the one hand, as a process, and on the other-as a result generation, finding and interpretation of personal meanings of subjects of interaction and communication. On the basis of empirical data, the levels of depth of understanding as an integrative criterion of self-knowledge are identified. The conceptual model of self-knowledge is the basis of a number of scientific studies.

AUTOMATED COMPUTER SYSTEM FOR THE FORMATION OF THE DIAGNOSTIC SKILLS OF THE PSYCHOLOGIST

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Currently, in a number of countries (Australia, England, Germany, USA, etc.) automated computer diagnostic systems in the field of psychodiagnostics have been developed, which are intended to optimize the diagnostic cycle (L.V. Kan., Yu.M. Kuznetsova, N.V.Chudova, 2010). A similar system was created in Russia (Yu.M. Zabrodin, V.E. Pahalyan, 2011). The report is devoted to the description of a new automated computer system developed on a theoretical basis of the concept of solving diagnostic problems of the author (A.F. Anufriev, 2012) and real cases from psychodiagnostic practice. It belongs to the class of developing automated systems and is intended for the formation of the diagnostic skills of a psychologist in solving

causal diagnostic tasks, as well as for assessing his diagnostic capabilities. Its difference from other similar systems is that it does not give prompts in the process of solving diagnostic problems, but creates the conditions for their solution in dialogue with the system. The automated system provides for the formation of diagnostic skills in a psychologist at the expense of his own activity by solving a enough number of diagnostic tasks. This system can be used in the educational process for the training of psychologists, the professional development of employees of psychological services, as well as for conducting cognitive research to study the psychological laws of functioning and the formation of diagnostic thinking

CAREER ORIENTATION AND SELF-EFFICACY OF FUTURE SPECIALISTS IN THE FIELD OF PSYCHOLOGICAL PRACTICE

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The key purpose of education in the University is the employment of the graduate on speciality received profile. To date, the professional activity in the field of psychological practice is diverse and contains a high specialist competency requirements. In today's competitive job market, you should pay great attention to the establishment of adequate career orientations and career skills, self-efficacy of students in

training. As a result, polls revealed that professional success and personal self-realization modern students associated with building a career in their chosen field of practice. In this regard, the existence of well-established technology graduates of career self-efficacy will have an impact on the psychological well-being of future specialists.

COGNITIVE STRATEGIES AND THEIR USE FOR PEOPLE WITH LEARNING DIFFICULTIES

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Cognitive strategy is one of the directions of mental development. They are used in various areas: in the field of educational psychology, teaching methods in general, cognitive psychology. In the latter case, cognitive strategies are used in the study of memory,

thinking, innovation, problem solving. This article describes some of the cognitive strategies and principles that are used when working with learning difficulties, as well as the methods used by the teacher and student to achieve optimal results in the learning process

VERBAL INTERACTION ANALYSIS OF THE INTERVENTION TO AN ADULT WITH SEVERE BEHAVIORAL PROBLEMS

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Imanol Campo

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The psychological interventions are the verbal context in which the basic processes of behavioral change are set in motion. The analysis of verbal behavior interaction in clinical contexts may allow us to understand the psychological interventions outcomes. This knowledge will be useful to improve the psychological services for different kind of problems. However, we are so far to the complete understanding of the verbal interaction processes. The purpose of this study is to analyze the verbal interaction between the clinician and a person with severe behavioral problems. Therapy sessions with a borderline personality disorder diagnosed adult were recorded. This intervention was delivered in a center of the public network of social care for people with disabilities. The Verbal Behavior Categorization System for Severe and Persistent Mental Illnesses (VB-CS-SPMI) have been used to register the therapist verbal behavior and the

patient verbal behavior. Once the results were obtained, they were analyzed through a sequential analysis. This study allow us to analyze moment by moment the changes in the interaction between the clinician and the person who present severe behavioral problems. We describe the distribution of all clinician verbalizations in functional terms. Also, the sequential analysis helped us to analyze the contingencies between specific verbalizations of the client and the practitioner. The founded results are useful to describe how the verbal relationship was set up in this case. This study was an empirical one but no experimental. Despite this, the analysis of the whole verbal interaction of a complete case gives us an overview of the therapeutic process and gives us the opportunity to make new questions about verbal interaction in psychological interventions.

THE RELATION OF PHYSICAL ACTIVITY, COGNITION AND PSYCHOLOGICAL WELL-BEING IN OLDER OLDEST PEOPLE OVER 80 YEARS

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According to estimation, the number of persons aged 80 or over will be tripled in 2050. Because of this it is even more important to investigate those factors, which relate to psychological wellbeing in people at this age. Therefore, it is the main goal of this study to investigate the relation between physical activity, cognition and emotional status in people over 80 years old. At our best knowledge there are only two studies which integrated only elderly people who are over 80 years old and live independently. Both studies did not use the measurement of executive functions and resilience. 41 independently living persons only over 80 years were enrolled. Physical activities (German Physical Activity Questionnaire 50+), balance (One leg stand), psychological wellbeing (Resilience Scale short form 11, General depressions scale – short version), cognitive abilities (Eriksen Flanker Task, Mental rotation, Number connection test), as well as the influence of gender and education level were

evaluated. Correlation analysis and independent sample t-tests were performed to assess the relationships between the parameters mentioned above. Findings: Higher physical activity correlates with higher resilience ($r=.375$, $p=.020$), but there were no significant correlations between physical activity and cognition. Persons with higher education, $t(36.374)=2.394$, $p=.022$ and men $t(32.78)=-3.46$, $p=.002$ show better values on the depression scale. Better mental rotation ability could be reported in persons with higher education, $t(37)=-2.509$, $p=.017$. This was the first study investigating the relation of cognitive abilities, psychological wellbeing, physical ability and balance in people over 80 years. It demonstrates the importance of education and physical activity for different aspects of psychological wellbeing. Due to the aim of investigating participants only over 80 years living independently the sample size is small so the study should be further enlarged.

PERSONALITY PSYCHOLOGY FACING THE LIQUID MODERNITY

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Personality is an individual who has mastered human culture through socialization and thus, "...has no "nature" – no simple or homogeneous being." (<https://archive.org/stream/ErnstCassirer>). Cultural context determines human mind and living. Meanwhile, significant changes of human life of the last decades remain underestimated by psychologists, though in sociology radical changes of the very subject of their science are largely discussed. The 21c brought us the reality of "global flows, mobilities, and uncertainties" (Lash, 2009:185), the liquid modernity (Bauman, 2000). Sociologists claim that earlier theories are unsuitable for its analysis, as the world now is dramatically different from the one assessed by those. The fact that in psychology such ideas are hardly conceived, may be the result of our science still being mainly oriented to comprehend the "perpetual nature" of the human. As repeatedly has been noted in the literature, the 20th century mainstream psychology developed on the ground of assessments of a human belonging to contemporary Western culture. Psychological characteristics acquired the status of universality in mainstream psychology. Remaining trapped by the old theories and

methodology, psychology is doomed to turn up questions, conforming to the latter, staying blind to the new reality. A number of acute problems are apparent, scientific elaboration of which without the participation of psychologists seems hardly possible, but the participation is not enough. Socio-humanitarian sciences are discussing a radically new type of relationship between personality and culture, which does not allow to consider socialization as assimilation of cultural patterns. In the field of natural and technical sciences, acute problems are posed by the transhumanistic movement, the plea for possible "enchantment" of human nature. These questions, pushing the usual boundaries of comprehension of "personality", are directly relating to the practices of education, medicine, etc. They focus on the problem of what personality is. Psychological theories of the 20th century focused on the analysis of human existence in the world. The main question that psychology has to answer today is what is human? The anthropological problem becomes the main problem of the present stage of the development of psychology.

MOTIVES OF THE CRIMINAL BEHAVIOR OF THE JUVENILE DELINQUENTS, THE VICTIMS OF DOMESTIC VIOLENCE

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The victims of the family tyrant are adults as well as underage members of their families (Rybalskaya, 1998; Sitkovskaya, 2000; Dozortseva, 2004; Luneev, 2015). The research aim is studying the motives of criminal behavior of underage males who had been the victims of the domestic violence previously and who committed the crime against the family tyrant, other family members or the third persons. The empirical base of the research is more than 400 criminal cases and judicial decisions collected in the courts of Moscow, Moscow region and Irkutsk region considering the violent crimes committed by the juvenile offenders who were previously the victims of domestic violence themselves. In the course of the analysis of the procedural documents the motives of the crimes were defined and their frequency was calculated, resulting in compiling their rating. The most frequent motives of the criminal offences of the juvenile offenders against the family tyrant are:

the wish to cause suffering; urge to protect themselves or other family members; to cause material damage. The criminal offences were committed the ways similar to those that had been used against the adolescent but had a crueller character. In the structure of the motives of the crimes against the family members and immediate relatives, the motives of self-affirmation dominate. The juvenile offenders provoked the outbreak and development of a conflict. The violent offences did not have a cruel character, although the modus operandi used previously by the family tyrant against the adolescent was reproduced. In the structure of the motives of the criminal behaviour against other persons the motives caused by the need to vent the accumulated nervous-psychic pressure dominate. The character of the criminal offences was defined by the criminal situation and the actions had an impulsive character.

THE VIRTUOUS AND EVIL IN CHINESE CULTURE: PERSONALITY STRUCTURE AND CONNOTATION

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The idea of virtuous and evil characteristics has a long history in Chinese language and culture, there are abundant descriptions of virtuous and evil characteristics in human nature. However, the specific structures of virtuous and evil concepts have not yet been clearly delineated, and detailed studies of these concepts are limited. It is important to carefully define the content of virtuous or evil personality, and understand the psychological structure of the two concepts. A lexical approach was applied to understand what constitutes a virtuous or evil personality in Chinese culture. In study 1, a set of 3,240 virtuous and evil personality descriptors was selected from a Chinese dictionary (The Contemporary Chinese Dictionary) as well as daily-life expressions. After evaluated and selected by 12 psychological graduates, the list was condensed into 62 virtuous and 65 evil items. In study 2, we explored the dimensions of virtuous personality using exploratory factor analysis (EFA) with sample 1 (n = 313) and confirmatory factor analysis (CFA) with sample 2 (n = 518). Results showed that the virtuous personality contained 4 dimensions:

Conscientiousness and integrity, Altruism and dedication, Benevolence and amicability, Tolerance and magnanimity. Finally, we got a refined, 4 – dimensions Virtuous Personality Lexical Rating Scale (VPRS) which contained 27 items. In study 3, we used the same method as the study 2 to explore the structure of evil personality (EFA: sample 1 n = 367; CFA: sample 2, n = 269). Results showed that the evil personality also contained 4 dimensions: Atrociousness and mercilessness, Mendacity and hypocrisy, Calumny and circumvention, Faithlessness and treacherousness. And we got a 28-item Evil Personality Lexical Rating Scale (EPRS). The internal consistency reliability and criterion-related validity of these two scales were verified. In China, Confucius regards benevolence as the highest moral principle for a person. Therefore, virtuous and evil traits are naturally embedded in the personality structure of Chinese people. Understanding the structure of virtuous and evil are useful for researchers who are interested in Chinese culture as well as the studies in Chinese indigenous psychology.

THE INVESTIGATION OF THE RELATIONSHIPS BETWEEN SOMATIZATION, ALEXITHYMIA, AND MENTAL PROBLEMS IN ADOLESCENTS

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To investigate the effect of alexithymic personality characteristics, and associated mental problems on somatization in adolescents. Methods: This research was conducted on 340 students (49% female, $n=168$) aged between 11 and 14. The students were recruited from one primary school in İstanbul. DSM-5 Level 2 Somatic Symptom Scale Child Form, 20 item Toronto Alexithymia Scale (TAS-20), and Strengths And Difficulties Questionnaire (SDQ) self-report form were used as measures. The correlations between the scales were analyzed with Pearson's product moment correlation test. The predictability of total scores of TAS-20 and SDQ, and SDQ subscale scores on somatization

scores was evaluated with multivariate linear regression analysis. Somatization scores were positively correlated with alexithymia, SDQ emotional problems, behavior problems, inattention/hyperactivity, and peer relation problems scores, significantly. The results of regression analysis indicated that alexithymia, emotional problems, behavior problems and age significantly predict the somatization levels. It is suggested that therapeutic interventions aiming to improve of emotional identification and expressions, depression symptoms and anxiety levels and behavioral problems may help us to increase the success of somatization treatment in adolescents.

FIGURATIVELY SYMBOLIC LANGUAGE OF PAINTING AND ITS UNDERSTANDING

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It is important for the author of a painting to convey his thoughts and feelings to the viewer. Here there is a problem. The author uses the language of the image and symbol, which the viewer needs to decipher. Psychology of art offers two main options for solving this problem. The essence of the first option is the ability of the painter to directing the viewer's look. It was called the Dutch approach. The second option was called the Italian approach. In this case it is important to understand the symbolism and knowledge of history, as well as the biography of the painter. We will focus on the second approach in our report and illustrate it with examples from the work of the Russian painter I. Repin. The young Repin was respected for his talent and go of good breeding. In the Academy

of art in Saint Petersburg he met the artist Kramskoy who taught him the need for artist to understand the tendencies of the social life and the ability to interpret them in the works. Interest in social events and their interpretation remain throughout the life of the artist. To express his views, he uses The most interesting works, in our opinion, are two. What a space ! - waiting for change. And belated understanding that changes can be associated with death and destruction: Manifestation of October 17. 1905. The symbolic analysis of numerous portraits gives the viewer additional information about the character and destiny of personas.

Key words: painting, symbolic language, Repin's work, color in painting

DISCRIMINATION, HOMOPHOBIA, AND MENTAL HEALTH: COMPARISON OF RUSSIAN AND US LGB POPULATIONS

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The Russian LGB community is one of the most oppressed communities in the world and the oppression is reinforced on a federal level with laws that violate the human rights of LGB individuals in Russia. This study examined the level of perceived discrimination, internalized homonegativity, and the level of mental health symptoms, including the symptoms of depression and anxiety, in a sample of 100 LGB individuals residing in Russia in comparison to a sample of 78 LGB individuals residing in the United States. The present research utilized a case control cross-sectional design. The group of LGB individuals from Russia was compared to the group of U.S. LGB controls over one assessment session. Measures included State Trait Anxiety Inventory, Center for Epidemiological Studies of Depression Scale, Experiences of Discrimination, and Reactions to Homosexuality Additive Scale. Independent samples t tests were conducted in order to compare U.S. and Russian LGB groups on such measures as Level of Perceived Discrimination, Level of Mental Health Symptoms, and Internalized Homonegativity. Additional

correlation analysis had been conducted across the variables. The results indicated that Russian residents did not have significantly higher symptoms of depression and anxiety, perceived discrimination, and internalized homonegativity. Correlation analysis indicated no positive correlation between internalized homonegativity and mental health symptoms in Russian LGB individuals in contrast to U.S. LGB individuals. As homophobia has been normalized in Russia, many LGB individuals who display homophobic feelings may avoid stress and mental health issues. It is likely that they are less "out" as compared to their U.S. counterparts. This study demonstrated that the results of LGB oppression have similar effects on mental health in both Russia and the US. However, the Russian LGB individuals understood oppression, discrimination, and the need for human rights activism differently than the U.S. LGB participants. The approaches to the treatment of anxiety and depression in the Russian and U.S. LGB communities might be similar, but clinicians must be sensitive to a Russian cultural difference in their perception of this topic.

FEATURES OF EMOTIONAL SPHERE OF 15-17 YEAR OLD ADOLESCENTS OF DIFFERENT ETHNIC GROUPS OF NORTHEAST RUSSIA

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The purpose of the research is to study the emotional characteristics of adolescents of different ethnic groups in the northeast of Russia. Study materials and methods: the survey involved 826 adolescents of Magadan Region both boys and girls aged 15-17. Among them were 445 girls and 381 boys. The adolescents were divided into three groups: the 1st group were Aborigines (Koryaks and Evenes) in the town of Evensk in Magadan Region (154 girls and 108 boys); group 2 were Caucasians born in the region in the 1-2 generations living in the settlement of Evensk of Magadan Region (113 girls and 105 boys); and the 3rd group were Caucasians born in the region and residing in the city of Magadan (178 girls and 168 boys). Subjects of groups 1 and 2 were students of the boarding school in the settlement of Evensk of Magadan Region. In the city of Magadan students from grades 9-11 of three gymnasiums were surveyed. We used standard methods of psycho-diagnostics. Data statistical processing was performed with Statistica 6.0. soft ware package. Our study has showed that the

formation of the adolescents' emotional sphere in the North is undoubtedly influenced not only by the climatic and socio-economic environmental factors but also by ethnic features. It has been proved that signs of Neuro Psychic Adaptation disturbances were registered in more than 40% of the examined girls and in 15% – 20% of the young male subjects. The highest Social Frustration was revealed in the examined girls of Magadan. There are intergroup differences in the aggressiveness profile of older adolescents living in the remote settlement vs. the regional center. It is shown that high school students in the remote settlement of Evensk, compared to their peers in Magadan, regardless of gender and ethnicity, are characterized by more pronounced hostile and auto-aggressive reactions. In adolescents of the Aboriginal population, as compared with their age mate Caucasians, the indicators of impairment in the field of Neuro Psychic Adaptation, Situational and Personal Anxiety, and Social Frustration are significantly more pronounced.

THE EFFECTIVENESS OF VARIOUS TYPES OF PSYCHOLOGICAL CORRECTION OF ANXIETY IN PRIMARY SCHOOL

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At various stages of development and education of children, there are psycho-emotional difficulties that create prerequisites for impairment of the development of the child's personality. The purpose of our study is to determine the effectiveness of various types of psychocorrection measures: social and psychological training, a method of biological feedback and Art therapy for the indicators of childhood anxiety among younger schoolchildren. The study was conducted in the school of Magadan (9-10 year old students, $n = 43$). We used a standardized method of Multidimensional Evaluation of Child Anxiety (MECA) which included 10 scales: 1 – general anxiety; 2 – anxiety in relationships with age mates; 3 – anxiety in connection with the assessment of others; 4 – anxiety in relationships with teachers; 5 – anxiety in relationships with parents; 6 – anxiety associated with success in studying; 7 – anxiety arising in situations of self-expression; 8 – anxiety arising in situations of testing knowledge;

9 – a decrease in mental activity associated with anxiety; 10 – anxiety increase in autonomic reactivity. The correction methods were used: socio-psychological training (SPT), biofeedback method (BFB), individual and group Sandplay and Art Therapy). Students of group I ($n = 12$) participated only in the SPT. Students of group II ($n = 11$) participated in the SPT and underwent a course of training in self-regulation using the BFB method. In correction work with the students of group III ($n = 20$), the SPT, BFB, individual and group Art Therapy were used. In group I, after the correction activities, a significant decrease in anxiety was observed in 3 of 10 scales, that was 2, 6, and 7 ($p < 0.05$). In group II it was seen in 5 scales (1, 3, 6, 7, 8; $p < 0.05$). In group III, a significant improvements took place in 7 scales (1, 2, 5, 6, 7, 9, 10) after the correction measures ($p < 0.01 - p < 0.05$). The present study has shown the different efficacy of applying the remedial techniques separately and in combination. The use of methods in the complex enhances the impact on the types of the child anxiety.

FLOW AS A MEDIATOR IN THE RELATIONSHIP BETWEEN PASSION AND VISUAL ART CREATIVITY OF PRIMARY SCHOOL STUDENTS IN TAIWAN

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Creativity is a critical factor that decides the quality of 21st century human resources and raises national competitiveness. The purpose of this study was to investigate the relationships among passion, flow, and creativity on visual arts in primary school. Questionnaire survey has been conducted to 557 grade 4 and grade 5 students in 2018. The survey tool included two self-report scales – the passion scale and the flow scale; and a teacher evaluation on visual arts. Researchers employed these tools to examine

the mediating effect of flow in the relationship between passion and visual art creativity. The research results indicated that positive correlations among pupils' harmonious passion, obsessive passion, flow, and creativity on visual arts were identified. Passion and flow positively predicted creativity on visual arts. Flow served as a partial mediator role between harmonious passion and creativity on visual arts. Flow also served as a full mediator role between obsessive passion and creativity on visual arts.

EFFECTS OF TEXT STRUCTURES IDENTIFICATION ON 3TH GRADERS' TO 6TH GRADERS' READING COMPREHENSION

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Because reading is the stepping stone of learning, it is critical to build up the foundation of reading literacy during the period of elementary school. Earlier research indicates that text structure guides readers to organize the macrostructure and identify important information of the text which enhance reading comprehension. This is why we study the development of text structure awareness of the middle and senior grades elementary school students, the difference of development and further explore the relationship between text structure and reading comprehension. Subjects of this research are 659 grade three to grade six students. Data is collected through

implementation of structure identification test and reading comprehension test. The research result indicates that text structure can positively predict reading comprehension. Other results include that grade and structure awareness interact with each other on influencing reading comprehension, grade three to grade six students perform better in identifying the structure of narrative text than exposition text, the structure awareness and reading comprehension grow as grade level advances and the higher level structure recognizers perform better than the lower level structure recognizers.

POSITIVE FEELINGS IN THE FAMILY AND THEIR EXPRESSION AMONG MOTHERS AND FATHERS

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Positive parental feelings is a system of feelings of the parent characterised by a combination of the positive maintenance and the positive social importance, representing an orientation on the parent, on the child, on the spouse as a parent, and on the parenthood in whole. In the report the method of multiple comparison (M. Basimov) for a data set, divided into groups on external criteria, based on pair comparisons and revealing of authentic differences between all categorized pairs «group – psychological parameter» is offered. The relationship between the concepts "motherhood" and "fatherhood" was studied through the multiple comparisons of 10 groups formed on the external factors. Let's alternately analyze components of positive parental feelings system among fathers and mothers. For the component "Positive feelings for self as the parent" a comparative weightiness of mother's group is equal to (+86), while the comparative weightiness of the group of fathers is equal to (-372). A similar pattern is observed for indicators: "Positive feelings for self as the parent": mother's (comparative weightiness=+37); fathers (comparative weightiness=-300). "Positive feelings for parenthood": mother's (comparative weightiness=+99); fathers (comparative weightiness=-425). "Positive feelings for a child based on unconditional acceptance": mother's (comparative weightiness=+98); fathers (comparative weightiness=-267). "Parental love": mother's (comparative weightiness=+114);

fathers (comparative weightiness=-332). "Feelings that arise in interaction with a child": mother's (comparative weightiness=+46); fathers (comparative weightiness=-439). "The predominant emotional background of interaction": mother's (comparative weightiness=+7); fathers (comparative weightiness=-185). "Positive feelings for the spouse as for a parent" not so significantly different than for other indicators: mother's (comparative weightiness=+48); fathers (comparative weightiness=-38). "Cognitive component of positive parental feelings": mother's (comparative weightiness=+99); fathers (comparative weightiness=-298). "The ability to perceive the state of the child": mother's (comparative weightiness=+172); fathers (comparative weightiness=-465). "Understanding the causes of the child's condition": mother's (comparative weightiness=+36); fathers (comparative weightiness=-167). "The ability to empathize": mother's (comparative weightiness=+51); fathers (comparative weightiness=-409). For the indicator "Positive feelings for a child due to his/her advantages and achievements": mother's (comparative weightiness=+159); fathers (comparative weightiness=-112) the result does not fit the known position of E. Fromm on the unconditional nature of maternal love and the conditional nature of paternal love.

COPING STRATEGIES AND PERSONALITY PROFILE CHARACTERISTICS OF PEOPLE WHOSE PARENTS WERE ALCOHOL ADDICTS

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The relevance of the study is due to the wide prevalence of addictive behavior in Russian population and insufficient knowledge of the resource factors of the patient's family system. People whose parents were alcohol addicts have a tendency to co-dependent, addictive and suicidal behavior, reject their own problems, low self-esteem, difficulties in establishing close relationships with other people. Most of the research on this topic was conducted either on mentally ill people, or on individuals who suffered from alcohol or other addictions. The aim of our research was to investigate the coping strategies of people whose parents were alcohol addicts and to make the recommendations for psychological counseling for these people. The sample consisted of 52 subjects (11 men and 41 women), they were participants in a 12-step program for adult people whose parents were alcohol addicts, and 50 controls (15 men and 35 women). We investigated that there are significant differences between the coping strategies of people whose parents were alcohol addicts versus adult people from healthy families. We used the two groups of methods: quantitative methods for evaluating the coping

strategies used by participants ("coping strategies" (Lazarus, Folkman) and questionnaire COPE) and qualitative methods (phenomenological analysis of the transcripts of the public meetings 12-step recovery program). The results of the questionnaires were processed in the SPSS program (the non-parametric Mann-Whitney test was used to determine the differences between the samples). People whose parents were alcohol addicts more often used disclaiming ($p=0,043$) and escape-avoidance ($p=0,032$) coping strategies than people from healthy families. Qualitative methods showed that as a result of participating in a rehabilitation program, in addition to avoiding and disclaiming their problems, participants are able to formulate other coping strategies such as focus on emotions and their active expression in the rehabilitation program, search for emotional support from friends and psychologists. People whose parents were alcohol addicts have a tendency to disclaim the difficulties of their family. In the rehabilitation process, they learn to use a variety of coping strategies and to use the emotional support from friends and psychologists.

A CROSS-CULTURAL COMPARATIVE STUDY OF THE DARK TRIAD AND THE FIVE FACTOR PERSONALITY MODEL IN RELATION TO AGGRESSION AND PREJUDICE

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When examining socially malevolent outcomes in the form of prejudice and aggression, previous research in the area of the dark triad and the five-factor personality model has failed to consider sufficiently cross-cultural comparisons. A deeper understanding and an assessment of cross-cultural comparisons is necessary since prejudice and aggression represent important social problems. Previous research in this area has established preliminary relationships between the dark triad and the big five, and how these relationships influence prejudice and aggression. The current research consists of two phases. The first phase examines interrelationships between dark triad traits and big five personality variables. Analysis considers a cross-cultural comparison of UK and Russian samples. The second phase uses the results from the first phase to inform the baseline of a predictive model, which is extended and tested in

relation to outcomes of prejudice and aggression. Both phases use cross-sectional designs and correlation-based methods of analysis (e.g., confirmatory factor analysis, structural equation modelling). Each phase uses a large sample, incorporating a range of backgrounds and ages. Approximate sample number is 1900 Russian participants and 700 British participants for phase one. For phase two approximate sample number is 1900 Russian participants and 700 British participants. We predict that results will identify the percentage of contribution from dark triad and big five personality model to overall variance in prejudice and aggression. As well as, we predict that statistical difference between Russian and UK sample will be due to culture. Further results will be discussed at the conference. Analysis for phase 1 and 2 are completed via AMOS.

PERSONALITY CHANGES IN CHRONIC MENTAL ILLNESS

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The report focuses on a little-studied aspect of the clinical psychology – the psychological characteristics and the experiences of people with chronic mental illness. It clarifies the essence of the concept of "safeguards", its basic parameters and characteristics. It presents the findings of a psychological study of the beneficiaries of social service Day Centre and outlines their mental and behavioral characteristics. By results of TAT (Murray) the attention is drawn to the form of stories by IL, i.e. the various dimensions of discourse which reflect the manifestations of safeguards, as manifest in the known psychopathological structures, such as schizophrenic-leading mental illness such as prevalence, importance and the strong expression of symptoms. A disease in which there is a tendency to chronic course and growing disintegration of the psyche. The leading feature is increased harassment of the brain activity – the biggest weakness of the nervous system. All of this is correlated with the results of the "Self-Assessment Questionnaire"

LSI_Def_118, connected to the theoretical mechanisms of protection developed by Robert Plutchik co-authored with D. Kellerman and H. Kontom in 1979, adapted by P. Randev by comparing prevailing safeguards obtained as results of this methodology with those of TAT of Murray. Thus establishes which types of protective mechanisms are best used by people with chronic mental illnesses, such as the beneficiaries of the day center. Test "F.P.I." – it is a multidimensional personality questionnaire for diagnosing personality in a wide range – from the dynamics of neural processes in hidden impulses and features of the emotional sphere to general ability of self-regulation and interpersonal behavior. It also establishes the most common inefficient models (coping strategies) to address. The test was piloted by several teams here. The typical of all chronic mental disorders is that they are accompanied with serious personality changes. By the values of the various scales of the test it is expected to reveal the trends to peculiar degradation of personality.

THE PSYCHOMETRIC DEVELOPMENT OF THE LEADERSHIP BEHAVIOURAL SCALE (LBS)

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Inspirational leadership becomes more important since the effective and ethical management of organisations turns out to be more challenging and essential to sustain organisational competitiveness and growth. Although several leadership scales exist, none of them measures the concept comprehensively enough given the volatility, uncertainty and complexity of the current business environment. The primary aim was to develop a new Leadership Behavioural Scale (LBS), based on a thorough analysis and integration of leadership behaviours inherent to task-, relationship-, change-, strategic- and ethical leadership. A second aim was to test the preliminary construct validity of the LBS by examining the relationships among inspirational leadership, trust in leaders and leader effectiveness. The quantitative study used a sample of 210 employees from various South African organisations. A structural model depicting the relationships among the latent variables was developed and various hypotheses were formulated. The LBS was tested for reliability, and exploratory (EFA) and confirmatory factor analysis (CFA) were utilised to test the construct validity. The reliability of all the

dimensions of the LBS was good, with alpha values ranging from .90 to .97. All the subscales produced item-total correlations above .30. The EFA demonstrated unidimensionality for the subscales, with factor loadings varying between .52 and .92. The CFA revealed that acceptable and close fit was achieved for the measurement model of the LBS. The two ancillary scales, the Leader Trust Scale (LTS) and the Leader Effectiveness Questionnaire (LEQ), achieved excellent Cronbach alpha values. The LTS and the LEQ also demonstrated acceptable model fit. The results of structural equation modelling (SEM), using LISREL, demonstrated acceptable and close fit for the structural model (RMSEA = .0526; P-value for test of close fit = .382). Furthermore, the results revealed that inspirational leadership had a positive effect on trust in the leader, as well as on leader effectiveness. In turn, trust in the leader had a positive effect on leader effectiveness. The LBS could be a valuable tool for identifying and developing inspirational leaders who, as role models, could drive organisational change initiatives towards mutual trust, ethical culture and organisational effectiveness.

GOAL ORIENTATION PREDICTS LEARNING

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Achievement motivation theory states that people can show two different orientations: mastery and performance orientation. Mastery-oriented people try to learn and develop their own competence facing a specific task. Performance-oriented people try to obtain the best outcome minimizing costs and endeavoring to overcome other people in the task. Several studies have pointed out that Goal orientation variable is related to learning and that, as theory describes, mastery-oriented people tend to achieve higher learning. We have developed an objective instrument to assess goal orientation: Mastery-Performance Goal Orientation Test (MP-GOT). In

this study, we check its reliability. In addition, we check if goal orientation predicts scores in a learning task. We administrated MP-GOT test and a learning task to 50 undergraduate students. Cronbach alpha was 0.98 for the Goal orientation variable and 0.78 for the learning variable. Correlation between these variables was 0.75. Goal Orientation explained 56% of the variance of the learning variable. The Goal Orientation Test (MP-GOT) shows high reliability and predictive validity. It might be a useful instrument to assess achievement motivations and to predict the level of learning.

HOW TO CREATE A PSYCHOLOGIST CHATBOT

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A Chatbot is a computer program that can have a conversation with a user. The first Chatbot of computational history was ELIZA, a psychotherapist that encouraged people to talk about themselves. Since then, different companies, especially in the commercial sector, have developed an enormous amount of conversational bots. The most popular ones are Google Assistant and Siri. However, we only have a little number of bots with functions related to psychology. Sentinobot is a conversational

agent that creates a psychological profile by administrating a personality test. Woe-bot is a Chatbot based in cognitive behavioral theory and helps people with anxiety and depressive symptoms. We have not found a conversational agent designed to assess clinical variables beyond personality. In this study, we describe the most important tools needed to program a Chatbot. In addition, we define basic concepts needed to use these tools: dialog, intents and entities. Finally, we discuss its potential utility.

THE EFFECTS OF THE INCLINATION OF THE HEAD AND FOCAL LENGTH ON PSYCHOLOGICAL AND PHYSIOLOGICAL STATES

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Previous studies have found the relationship between one's posture and his or her psychological as well as physiological states. Although several studies treat the inclination of the head as one component of posture related to psychological and physiological states and note that the upward inclination causes positive emotion whereas the downward inclination negative emotion, empirical studies examining the relationship are still limited. Furthermore, previous studies have not considered focal length coinciding with the inclination of the head. Therefore, this study empirically investigates the effects of not only the inclination of the head but also focal length on psychological and physiological states. Twenty participants (6 males and 14 females, mean age = 19.85, SD = 1.04) were consecutively participated in four conditions: two focal-length conditions (long or short) X two inclination-of-the head conditions (upward or downward). The participants completed a visual analogue scale assessing valence and arousal, and their saliva was examined for amylase level to assess their physiological state after each condition. Each

condition was counterbalanced. Two-way ANOVA showed that: 1) although the main effect of focal length on valence was significant, that of the inclination of the head and the interaction between focal length and the inclination of the head on valence were not; 2) the main effect of focal length on arousal was marginally significant, but that of the inclination of the head and the interaction between focal length and the inclination of the head on arousal were not; and 3) the interaction between focal length and the inclination of the head on amylase level was marginally significant though the main effect of focal length and that of the inclination of the head on amylase level were not. Thus, this experiment implies that it is focal length that primarily affects psychological and physiological states rather than the inclination of the head. Moreover, it is suggested that the effect of the inclination of the head on psychological state found in previous studies is a spurious relationship, and that the spurious relationship is caused by focal length coinciding with the inclination of the head.

ROMANTIC GRIEF: EXAMINING THE EFFECTS OF RUMINATION, RESILIENCE AND SOCIAL SUPPORT

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Even when the romantic experience brings pleasant sensations to the individual, losing the loved one brings feelings of pain, despair and anger at the disappointment of facing a reality, in which the expectations that had been placed on the former partner were not possible (Argyle & Furnham, 1983). During the romantic grief, the individual can live under the torment of the hope of return and therefore, the constant reactivation of painful emotions (Zaragoza Toscano, 2007). Likewise, during this process there is a greater difficulty of elaboration (Sandoval, 1990; Ibarra & Emery, 2005) since the person who has been terminated by his partner (passive) tends to reflect exhaustively on the situation, his feelings and the relationship itself in order to understand the break. This can generate ruminant thinking that, in most cases, favors the negative emotional experience (Short, 2014). On the other hand, resilience has worked as a personal resource that predicts less depression in people who have recently ended their relationship (Bonanno et al., 2002). Coupled with these two personal characteristics, the reception of support

plays a central role during moments of stress (Murray-Parkes & Prigerson, 2010) as is the romantic breakup. Based on this, the purpose of this research was to know the impact of rumination and resilience in the experience of love mourning as well as to compare these variables based on the reception of support after the break. To this end, we worked with a sample of 317 women and 299 passive men between 15 and 50 years of age, whose minimum schooling was high school. After performing some correlation analysis, it was generally found that more ruminant thinking and less resilience, more negative emotions, disappointment, longing, search for negotiation, hostile reactions towards the former and others, suspicion, depression, disorganization of the self same and negation. Subsequently, Student t tests were carried out, which showed that when there is support in the grieving process, there is greater readaptation, hostile reactions towards the former ex partner, disappointment, longing, negative emotions and depression that when support was not received.

EFFECTS OF METACOGNITIVE STRATEGIES ON SELF-REGULATED LEARNING PROCESS: MEDIATING EFFECTS OF SELF-EFFICACY

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Learning strategies by which learners actively regulate their own cognitive processes are conceptualized as metacognitive strategies. Metacognitive strategy regulates individuals' cognitive processes and general learning behaviors (Corno, 1986). In particular, we can predict that self-efficacy mediates between metacognitive strategies and general learning behaviors (Bandura & Schunk, 1981). The purpose of this study was to examine the effects of metacognitive strategies on self-regulated learning processes, focusing on the mediating effects of self-efficacy. The participants were 105 Japanese undergraduates (42 males), with an average age of 19.77 (SD=0.84). The questionnaires, distributed during a personality psychology course in December 2016 and January 2017, measured metacognitive strategies (e.g., planning strategy and monitoring strategy), self-efficacy, general learning behaviors (e.g., behavioral engagement and persistence, and cognitive strategies (e.g., writing-repetition strategy and deep-processing strategy). First, cross-lagged structure equation modeling revealed that the use of planning strategy enhanced self-efficacy. Then, we performed path analysis to examine the relationships among metacognitive strategies, self-efficacy, general

learning behaviors, and cognitive strategies. In the path analysis, we set directed paths from metacognitive strategies to general learning behaviors and cognitive strategies, in addition to mediated paths via self-efficacy, in order to examine both: (a) mediating effects of self-efficacy; and (b) direct effects without it. A cross-lagged effect model analysis showed that the planning strategy promotes self-efficacy. Then, a path analysis indicated important relationships between metacognitive strategy use, general learning behaviors, and cognitive strategy use. First, metacognitive strategies enhanced behavioral engagement and persistence, mediated by self-efficacy. Past research has long shown the relationships between metacognitive strategies and general learning behaviors, but did not explain the underlying mechanism. This study located self-efficacy as a mediating factor between them and indicated that metacognitive strategy use leads to general learning behaviors by inducing self-efficacy. In contrast, it was shown that the monitoring strategy use directly promoted deep-processing and the use of writing strategies. All in all, the current study reveals that general learning behaviors and cognitive strategies involve two different processes starting from metacognitive strategies.

PERSONAL CHARACTERISTICS OF ADOLESCENT ARCTIC ABORIGENS WITH ALCOHOL CONSUMPTION

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Features of the premorbid personality structure play an important role in the formation of alcoholism among the aboriginal peoples of the Arctic. The objective of our work was to determine the psychological characteristics of the personality among aboriginal adolescents who have experience in alcohol consumption. The sample consisted of 58 children, 48.3% girls and 51.7% boys, aged between 12 and 16 years old ($M = 14.50$; $SD = .98$), recruited from public boarding school of Nyda, in which representatives of the indigenous population of the Arctic study. The duration of alcohol consumption for boys and girls was different ($M = 3.00$, $SD = .50$ boys, $M = 1.79$, $SD = .22$ girls) ($p = .021$). We used Self Rating Depression (SDS), State-Trait Anxiety Inventory (STAI), Eysenck Personality Inventory (EPI), Buss-Durkee Inventory (BDI), and the socio-hygienic method (questionnaire, survey). 3.9% of aboriginal adolescents consumed hard liquor, 27.5% – light liquor (wine), 78.4% – beer. 46% of young men and 7% of girls consumed alcohol once a week or daily. The dominant motive for alcohol

consumption among adolescents from the aboriginal population is the need to remove various kinds of barriers in socializing. We determined depression in 24% of aboriginal population with alcohol consumption. We also recorded high personal anxiety in 42% of boys and in 63% of girls with alcohol consumption. High neuroticism was noted in 25% of boys and 60% of girls. Aggression in adolescents with alcohol consumption was more often manifested in boys than in girls (32% of boys and 27% of girls.). In alcoholising girls, we observe intensification of oppositional behaviour patterns, what contradicts the previously obtained data, since representatives of the ethnic group in study are more likely to manifest typologically weak features of the hypothetical structure (sensitivity, anxiety, dependence). The results of the study may be useful for the development and implementation of preventive anti-alcohol programs for students from the aboriginal population in the educational environment, as well as early diagnosis of alcohol consumption in adolescents and young people.

SPEED OF PROCESSING AND PERSONALITY: THE INFLUENCE OF PERSONALITY AND EXTRINSIC FEEDBACK ON PERFORMANCE OF COGNITIVE TASKS

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Objectives Feedback is considered as an effective means of motivating, guiding and reinforcing desired behaviours. However, the ways to interpret external feedback may be different among individuals in different personalities. Therefore, personality traits may influence the effects of feedback on performance. In this study, the moderating effects of personality on different styles of feedback on cognitive task performance were examined. Methods A within-subject exploratory research was conducted. In total, 70 participants, with average age at 31.2 years old, were involved in the experiment. Participants were given 3 Stroop tasks, being a dependent variable to test a person's speed of processing information after receiving feedback; and 2 Trail Making Task, being an independent variable for researchers providing feedback. Also, a personality test (The International Personality Item Pool Presentation of the NEO PI-R (IPIP-NEO 120) were given to record the personality traits of each participant. The focused results were done through a correlation analysis to prove the relationship between personality, demographic variables, experimenter and feedback. Corresponding to the correlation results, both linear regression and

binary logistic regression have been shown and interpreted, at the same time, acting as a tool to verify the validity of the sample data. Results The statistical analysis indicated that performance from those with higher levels of conscientiousness were more likely facilitated by negative feedback and Extraversions were less decrement towards negative feedback as well. The results of Extraversions were further proven by the significance of the correlation with the median response time of both neutral and positive feedback differences ($r=0.205, p=0.044$); as well as neutral and negative feedback differences ($r=0.201, p=0.047$). Also, it demonstrated the moderating effect of personality and feedback, affirming that individual differences do alter a person's information interpretation and performance. Conclusions Owing to the narrow demographic background of participants, experimenter effect and limitation of the sample may have reduced the research representativeness. Nonetheless, there should be more potential influencing factors need to be included; and further research is needed to explore the relating factors that might influence the effectiveness of feedback for particular individuals.

ANXIETY, DEPRESSION AND AGGRESSION IN ADOLESCENTS WITH VEGETATIVE-VASCULAR DYSTONIA IN THE ARCTIC REGION

Vera Lobova

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Living on the territory of the Arctic region with a harsh climate, short daylight hours and sudden changes in temperature adversely affect the health and mental state of adolescents. There is an increase in chronic functional diseases in adolescents, among the initial presentations of which are anxiety, aggression and depression. We examined 52 adolescents with vegetative-vascular dystonia, residents of the Arctic region, whose average age was 13.6 years. The results were compared with data obtained from 52 healthy adolescents, similar in sex, age, and length of stay in the Arctic region. The adolescents with vegetative-vascular dystonia and healthy adolescents were examined in the conditions of medical and educational institutions on the territory of Yamal in the Arctic climate zone. For the study of depression, anxiety and aggression, we used Self Rating Depression (SDS), Taylor Manifest Anxiety Scale (TMAS), Buss-Durkee Inventory (BDI). High anxiety, depression and aggression are presentations of emotional disorders in adolescents with vegetative-vascular dystonia. Half (58.6%) of the examined adolescents with vegetative-vascular dystonia manifested high anxiety, measured

using TMAS. The study found that the anxiety level as per TMAS in female adolescents with vegetative-vascular dystonia is higher than in healthy girls ($p < .01$). There were no differences in the level of anxiety between male adolescents with vegetative-vascular dystonia and healthy boys. Depression indices in adolescents with vegetative-vascular dystonia were higher compared with healthy adolescents ($p < .0001$). Gender differences between boys and girls with vegetative-vascular dystonia were not fixed for depression. The aggression index obtained using BDI is higher in adolescents with vegetative-vascular dystonia ($p < .0001$), and the hostility index is lower than in healthy adolescents. Adolescents with vegetative-vascular dystonia have higher indices of physical aggression, auto-aggression and sense of guilt than healthy adolescents. Timely diagnosis using personality questionnaires may be important for early preventive measures. It is necessary to create new organizational approaches that could ensure the continuity of primary psychological and medical (general and specialized) assistance to adolescents in the Arctic region.

ANXIETY IN ADOLESCENTS OF THE ARCTIC REGION IN THE CONTEXT OF SOCIAL AND DEMOGRAPHIC FACTORS

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The study of anxiety in adolescents of the Arctic region is determined by the complex effect of adverse natural, social and hygienic factors on the mental state of children. The sample was composed of 770 adolescents, 48% girls ($n = 370$) and 52% boys ($n = 400$) at the age of 12-14 years old ($M = 13.39$, $SD = .61$), recruited from 7 public schools of Arctic. We used Taylor Manifest Anxiety Scale (TMAS), Adolescent of rodicich (ADOR) Inventory. The objectives of this work were to determine the frequency of cases of high anxiety depending on family composition (two-parent/single-parent families), the presence/absence of risk factors for chronic non-communicable diseases (smoking, low physical activity) and to study the correlation between anxiety and the educational attitudes of mother and father. The anxiety of girls correlates with hostility, aloofness, suspicion on the part of the mother ($r = .234$). In addition, we obtained girls correlations between anxiety and such educational attitudes of the father as ascendancy ($r = .507$, $p = .008$) and inconsistency, unpredictability ($r = .207$). We obtained boys

correlations between anxiety and pressure from an authoritarian mother ($r = .357$, $p = .052$). Also, boys have correlations between anxiety and father educational attitude, such as autonomy and despotism ($r = .218$). Low physical activity in adolescents was 40.2%. High anxiety in adolescents with low physical activity was recorded in 53% of cases. 20.4% of adolescents reported tobacco consumption, high anxiety was recorded in 62% of cases. 79% of adolescents grow up in two-parent families, and 21% of adolescents grow up in single-parent families. Highly anxious adolescents are 5 times more in single-parent families, compared with two-parent families. For adolescents who arrived in the Arctic region relatively recently, the frequency of high anxiety is 8 times lower (9%) than for adolescents born in the Arctic region (74%). At risk are adolescents from single-parent families and adolescents born in the Arctic region, what creates the need to introduce new preventive approaches into practice using measures for the early correction of anxiety in adolescents.

PERINATAL LOSS AND PSYCHOLOGICAL SUPPORT

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The psychological consequences of a perinatal loss can be serious and lasting. Parents can develop complicated grief disorder, depression, anxiety and Post-Traumatic Stress Disorder. In particular, women are at greater risk of psychiatric diseases and hospitalizations, even thirty-five years after the loss (1). Our longitudinal study on the perinatal loss's consequences and the therapeutic support studied 29 persons met three times, every three months. We designed a descriptive study with the Inventory of Complicated Grief, to assess the risk of grieving affective disorder, and the General Health Questionnaire-28, a global self-assessment questionnaire for health disorders. The twenty-nine bereaved parents are 21 women (72%) and 8 men (28%), with a mean of 31.4 years. They lost 21 females and 11 males (three participants lost twins). The maximum time between the child's death and the first meeting is almost ten months, while the minimum is twenty-two days. 44% of deaths occurred due to medical problems and 35% to a late termination of pregnancy. Only 22% of children lived (up to a maximum of 96 days) and 79% died in utero. The results of the

questionnaires were compared to therapeutic support, participation in support groups and active participation in social networks (considered by parents as therapeutic groups). The data showed that for those who are at risk of developing a complicated grief disorder (mean=49), support groups are essential ($p<0.5$). There were no significant differences compared to psychotherapy and Internet groups. Therefore, interviews' analysis pointed out that active participation on social networks may be a risk for a possible development of depressive disorder in women ($p=0.6$). The data show how the support group is an important protective factor for perinatal loss. Contrary to the expectations of the parents, who consider the use of internet as an alternative source of comfort and comparison, it does not replace therapeutic action or social support and recognition, which are fundamental for accepting the loss and completing the work of mourning. 1. Li J, Precht DH, Mortensen PB, Olsen J. Mortality in parents after death of a child in Denmark: a nationwide follow-up study. *The Lancet*. 2003 Feb 1;361(9355):363–7.

A PROFILE OF AN ADDICT AT ADMISSION INTO TREATMENT: DIFFERENCES BETWEEN GENDERS

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Regarding addiction, from its prevalence to its evolution and clinical expression, gender is an essential variable to consider. Understanding the differences at admission into treatment, could inform how treatment itself should be tailored to each gender to improve the change of recovery. The objective of this study was to explore both quantitative and qualitative differences between genders at admission into Villa Ramadas International Treatment Centre. The study design was cross-section, considering that only one measure for each participant. A clinical sample was used. The sample was composed of patients who were admitted into treatment from January and October 2018 at Villa Ramadas International Treatment Centre. Participants completed both a sociodemographic questionnaire and the following measurements: Alcohol Use Disorders Identification Test (AUDIT), Beck's Depression Inventory II (BDI-II), Suicide Ideation Questionnaire (SIQ), and State-Trait Anxiety Inventory (STAI). Descriptive statistics were used to explore the data from the sociodemographic questionnaire. Independent samples t-test was used to test for statistically

significant mean differences between genders. Results included 65 (45 male and 20 female) patients and age varied between 16 and 64 (M = 35.32; SD = 11.69). Men reported higher frequency of use and present a higher incidence of poly drug use. On the other hand, women present a higher incidence of the existence of a previous overdose, reported obsessive thoughts and a history of nonsuicidal self-injurious behaviors. Age, alcohol consumption, state anxiety and age of first drug use were not different between genders. As expected, women presented significantly higher levels of depressive symptomatology, suicide ideation and strait anxiety. Some results lend support to already well-researched literature, such as the presence of higher levels of depressive symptomatology, suicide ideation and strait anxiety in women. However, other less studied observations could offer an important insight into fundamental differences between genders, and inform about gender-specific vulnerabilities that should be taken into account when a patient is admitted into treatment for addiction.

TRANSFORMATION TO PROFESSIONAL AND CAREER CHANGE IN THE ERA OF CAREER DIVERSIFICATION

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For most of the past 200 years, the average life expectancy has risen. At the moment, there is no indication that the pace will decelerate. Longer longevity is expected to prolong the work stage and diversify, but there is no clear answer yet as to what kind of change will occur specifically in individual career choice. My research was to model the diversification of carriers and to clarify what kind of choice individuals are making at the branch points of carriers. This study was conducted using TEA*1). As a result of interviewing five subjects, I found three stages in various carriers. The first one is to become a professional in the organization. (Passive carrier phase) The second is the stage that is active as a professional in the organization. (Active carrier phase) The third is to leave the organization and build a diverse career as a professional.

(Autonomous carrier phase) And I also revealed the signs that influence the branch points of each stage. In this poster presentation, I will focus on the signs that influences the branch point entering the third stage and report on how the sign affects individual choice, using TEM diagram. *1) TEA is a triarchic construction in cultural psychology which consists of three sub-components. These are the Three Layer Model of Genesis (TLMG), Historically Structured Sampling (HSS) and Trajectory Equifinality Model (TEM). Sato, T., Yasuda, Y., Kanzaki, M., & Valsiner, J.(2014)From Describing to Reconstructing Life Trajectories: How the TEA (Trajectory Equifinality Approach) explicates context-dependent human phenomena. Wagoner B., Chaudhary, N. & Hviid, P.(Eds.). Culture Psychology and its Future: Complementarity in a new key

PRELIMINARY IDENTIFICATION OF COGNITIVE DECLINE, THE INCIDENCE IN PROVINCE OF ENNA

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Our work stems from the need to have a point of reference for those families that can not find significant supports in the territory. Our research aims to investigate and measure the incidence of cognitive impairment in a sample of men and women over 55 age who attend pharmacies in the Province of Enna, the latter considered one of the territories with an aging index among the highest in Italy. The survey was carried out through an ad hoc neuropsychological screening, aimed at detecting signs of cognitive impairment in the population with relative restitution of the data, thus contributing to spread the culture of prevention in health. 389 people over 55 took part, 163 mens and 226 womens, who were given the specific intervention of preliminary neuropsychological evaluation while to raise awareness among family members/caregivers, about 2500, a brochure has been distributed with useful information and advice. The subjects mainly coming from the province of Enna had been warned, registered and selected by the pharmacists following the pre-established directives in the protocol signed with Federfarma Enna. A battery of neuropsychological tests, created ad hoc, was administered to provide a

preliminary assessment of global cognitive functioning and, after data processing, a preliminary representation on the presence/absence of symptoms related to cognitive impairment. The tools used were: anamnestic report on the evaluation protocol; Symptoms of Dementia Screener; Memory Assessment Clinics-Questionnaire; Mini Mental State Examination; Clock Drawing Test; Trail Making Test. Results: from the survey we found 148 peoples, the 38% of the screened, showed signs of cognitive impairment in their respective percentages: 62% Normal – 12% Borderline – 16% Mild – 19% Medium. It follows: 22% between 55/60 age – 30% between 61/65 age – 36% between 66/70 age 40% between 71/75 age – 49% between 76/80 age 61% between 81/90age. There is a complementary growth of cognitive impairment in age groups. Discussion: the intervention structured by us has shown to have positive effects not only on the assessment and awareness of the cognitive functioning of those who underwent screening but provided valid references to the family/caregiver, creating a greater knowledge of the disease.

THE EXPERIENCE AND PARENT-CHILD RELATIONSHIP OF THE CHILD OF INFIDELITY

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While most studies of infidelity focused on the experiences of the couple and the third party, little attention was paid to the child of infidelity. The purpose of this study is two-fold: (a) to understand the experiences of the child of infidelity; (b) to understand the changing process of the parent-child relationship after infidelity. With the narrative analysis method, two female and one male adult children of infidelity were interviewed and the results are as follows: Most of the children feel resentment not only at the betrayers but also at the affective unreasonable reactions of the betrayed parents. In addition, seeing conflicts between parents, being emotional blackmailed, being asked to do wrongful things, being involved in the triangulation, becoming a scapegoat or lacking parents' attention often causes the feeling of discomfort, scare, grievance, self-blame, helplessness, or loss. Feeling powerless about the parental conflicts, the children of infidelity try to avoid conflicts by different ways and seek emotional attachments outside. When they are

developing intimate relationships in their adulthood, they are extremely hesitant and cautious about not making the same mistakes as their parents. By analyzing with the Structural Family Theory of Minuchin, this study finds that most of the parental subsystem boundaries change as soon as the parental infidelities are revealed. The children might become the Parental Child who either replaces the absent parent or becomes the caretaker of the betrayed side. The coalitions between parents and children might cause tension among family members. Furthermore, as this study focuses on the changing process of the parent-child relationship, the boundary shifting of the three participants' parental subsystems is described. Finally, this study discusses the differences between the viewpoints of children and adults in the frame of culture and gender. Along with the suggestions for further researches, school counselors and practitioners, the researcher's reflections on this study are included.

INFLUENCE OF FAMILIARITY AND COGNITIVE FLEXIBILITY ON PERFORMANCE IN A CONSENSUS GAME

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It is essential for our daily life to face and solve many problems. It is required for problem solving to consider a variety of alternatives. This skill is described cognitive flexibility. In this study, we focused on familiarity and social sensitivity of group member, and we investigated how they affected performance a consensus game. A consensus game is one of communication game. Its purpose is to solve some problems by group discussion. In this experiment, we used the consensus game called "If you have distress in the desert?" Its task is to list 12 items in order of importance for survival. 187 students participated in this experiment. They were divided into groups of 4-6 people. They were told to list the items alone. After that, they were told to list them by discussion in the group. Then, they answered the questionnaire cognitive flexibility inventory (CFI) to measure their cognitive flexibility. Finally, they were asked to answer their familiarity. Effect of cognitive flexibility (High, Low) and familiarity (High and Low) were

analyzed using ANOVA. In the analysis of personal score, there were no difference between the participants of High and Low cognitive flexibility. On the other hand, in the analysis of group's score, the ANOVA revealed main effect for cognitive flexibility [$F(1, 183) = 8.81, p < .01$], main effect for familiarity [$F(1, 183) = 9.98, p < .01$], and interaction of cognitive flexibility and familiarity [$F(1, 183) = 11.06, p < .01$]. These results indicated that Low cognitive flexibility and High familiarity group was higher than the other groups. That is cognitive flexibility had an opposite effect on group decision making. This result can be explained by failure to reach consensus among group members because High cognitive flexibility people have too many opinions. It is important for group decision making not only to provide ideas but also to compromise to reach consensus. These findings suggest that it is necessary for group decision making to create a good environment enough to exchange ideas and information freely.

FORMATION OF LEADER PERSONALITY AS A SUBJECT OF INNOVATIVE ACTIVITY

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Russia's innovative scenario of development means a new economic structure leading to growth in life quality, with intellect and innovative potential of an expert as the main factor in growth of national competitiveness. With this idea in mind, we are developing a psychological theory of individual innovational activity as a specific type of human activity. We look at what motivates this activity, as well as at the content of actions and operations within the situations that lead to problems. Psychology of innovation is closely connected with social characteristics of a person; therefore, its structure is formed in due a significant period of a person's life. As a consequence, the subject of

innovational activity is a person with well-formed and adequate to this innovational activity personal qualities. Practical goals of training a leader as a subject of innovational activity stem from characterological model of an innovator, in all of its structural complexity. In the context of the above said we have created the psychological portrait of an innovative person, described the selected methods of diagnostics and the program of specialized training for future professionals. We have also formulated the objective of influencing the population and its consciousness though presenting innovational activity as an important priority.

SKILLS ASSESSMENT IN INTERDISCIPLINARY HANDS-ON LEARNING FOR INTERDISCIPLINARY AND NON-INTERDISCIPLINARY STUDENTS DIFFERENCES IN HANDS-ON COURSES

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Interdisciplinary hands-on learning focuses on preparing students to work in a interdisciplinary team and to understand and experience the problem-solving process, thus better preparing graduates to enter the workplace (Schwartz & Dunkin, 2000). The aim of the present study were to assessment of student motivation, learning interest, and skills development in hands-on courses, and we were focused on differences between interdisciplinary and non-interdisciplinary groups. Data for this study were collected during one semester from 486 undergraduate and post-graduate students constituted the sample frame, with a interdisciplinary and non-interdisciplinary learning group proportion of 75.7% and 19.8% respectively. The questionnaire was administered to all the students. Students completed course-choice motivation inventory (CERE-NTNU, 2007; including intrinsic and extrinsic motivation), learning interest inventory, and skills development inventory (including learning by doing, collaborative problem solving, and interdisciplinary learning). The inventory were 26-item measure on 5-point Likert scale. The results of t-test showed the groups differences for the variables. As indicated, compared to non-interdisciplinary group (n=368), interdisciplinary

group (n=96) displayed higher levels of intrinsic motivation of course-choice ($t = -6.632, p < .05$), learning interests ($t = -6.330, p < .05$), learning by doing ($t = -5.732, p < .05$), collaborative problem solving ($t = -4.879, p < .05$), and interdisciplinary ability ($t = -5.691, p < .05$). The results of regression indicated that learning interest mediated the relationship between intrinsic motivation of course-choice ($\beta = .714, p < .05$), learning by doing ($\beta = .278, p < .05$) and interdisciplinary ability ($\beta = .230, p < .05$) in non-interdisciplinary learning group. In interdisciplinary learning group, learning interest mediated the relationship between intrinsic motivation of course-choice ($\beta = .588, p < .05$), learning by doing ($\beta = .315, p < .05$), collaborative problem solving ($\beta = .248, p < .05$) and interdisciplinary ability ($\beta = .284, p < .05$). The findings highlight the interdisciplinary group learned significantly more than non-interdisciplinary group. Students' intrinsic motivation of course-choice through the learning interest are to develop learning by doing and interdisciplinary ability, but only intrinsic and extrinsic motivation of course-choice direct effected collaborative problem solving in interdisciplinary group.

SOCIOCULTURAL DIFFERENCES IN SELF-CONSCIOUSNESS BETWEEN AZERBAIJANIAN STUDENTS LEARNING IN RUSSIAN AND AZERBAIJANI LANGUAGES

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Our study is based on the assumption that the language of the learning environment can be considered an independent sociocultural factor influencing the intensity of individualistic or collectivistic features of self-consciousness. The theoretical foundation lies in the following idea: being embodied in the language, the sociocultural developmental context integrates the communal rating system, norms, and rules and thus reproduces the specifics of adaptation reflected in one's self-consciousness. Our work is directed at identifying the culturally specific characteristics of self-consciousness related to the constructs of independent self (individualism) and interdependent self (collectivism) in two groups of respondents studying in their native (Azerbaijani) and foreign (Russian) languages. The sample includes 100 Azerbaijani students from Baku colleges and universities. The participants are divided equally into groups according to the language of tuition, with an average age of 19.5 years old. The data was collected in the form of free-response self-descriptions. Then we identified text indicators using content analysis and expert assessment, and calculated correlations (Spearman's rho) between them for each group. In the case of the learning in Russian respondents the optimism correlates with positive self-attitude and

excessive self-praise; self-justification is combined with the external perspective of self-description. In the Azerbaijani-speaking group, there is a significant correlation between the parameters of pessimism and self-criticism; self-justification correlates with self-criticism, pessimism, external and internal perspectives of self-description. Such results suggest that the respondents studying in Russian tend to increase their self-esteem in the form of a positive self-representation (by applying self-improvement strategy, characteristic of independent self). While the second group students prefer to avoid negative self-esteem in the form of self-justification. The latter acts as a dominant tendency of self-consciousness and can be related to the self-defense strategy typical of interdependent self. The second group's data also shows significant correlations between parameters: self-criticism and the external perspective of self-description; optimism and normativity; interpersonal relations and self-acceptance. So this group is comparatively more focused on social and interpersonal relations. The identified differences in self-consciousness can be partially attributed to the two types of self-construals: independent and interdependent self, pertaining to individualistic and collectivistic cultures.

TRANSITION AS DYNAMIC SEMIOSIS: THE AUTOETHNOGRAPHIC APPROACH AND TRAJECTORY EQUIFINALITY MODELING

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This research clarifies the transformational process of transitions in career decision-making for a graduate student who wanted to be a teacher. The study attempts an autoethnographic approach, that is, an ethnographic study about a researcher's culture, to describe the life trajectories of the experiences of the transition. People are beginning to experience more transitions than ever before because of the complexity of contemporary society. This situation calls for the opportunity to reconsider our views of transition. Transitions occur accidentally, personally, and under the sociocultural context. Therefore, in this study, we regard transition as a dynamic semiosis. In other words, individuals develop their career throughout transitions by getting over "ruptures" that require them to reconstruct the "dominant signs" they believed before. This study focuses on the sociocultural context of the first author's

transition, and more specifically, the period of receiving informal career counseling as a graduate student. Although the local sociocultural contexts of such aspects of the transition are difficult to observe, they often have a significant effect on career development. By adopting the trajectory equifinality modeling method into autoethnographic research, we clarified the dynamic semiosis on the transition, including an interaction between the individual and society. In conclusion, this study suggests that when transitions are regarded as a semiotic dynamic process, they can provide a deeper understanding of how a transition changes the direction of an individual's goal of career development. This autoethnographic approach contributes to the development of transition research. Further studies could identify more effective methods to describe the dialog on career counseling during transitions.

EXISTENTIAL OVERCOMING OF CATEGORICAL OPPOSITION IN IN PSYCHOLOGY RESEARCH

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The use of the abstract concept of "subject" or the use of the concept of "I" in research can be the main problem of psychology. With the help of concepts – "I" or "subject" – a person is deprived of ontological differences. As a result, the ascent from the abstract to the specific existence (being) of a person does not work, and it cannot happen, because changes in the person himself are not recorded in the ontologization processes and they are rather attributed to the "subject" or "I". Also, when an individual is opposed to the world or society, he can maintain an interest in the theory of reflection in scientific knowledge, maintain the focus on the gnoseological basis of human development in the processes of self-knowledge, or on the dominance of the processes from society to the individual as socialization (adaptation). The development of the co-being paradigm in the study of human individuality creates an existential perspective on solving methodological problems of psychology. This was necessary for two reasons. The first is that consciousness, thinking cannot act as an independent structure of relationship with being.

The second is that the unity of one person with another destroys the limitations of the individual person and provides him with the exit "beyond" his limits. Attitude to oneself is mediated by the objective attitude of the other towards me, and vice versa. The processes directed "inside" and "outside" of individuality constitute a single process of individualization. Consciousness is not opposed to being, but enters as a structural component in co-being. The processes of interrelation of the main structural components within the integrity of an individual being as a co-being (co-knowledge, co-communication, co-feeling, co-action, co-behavior) generate similar properties among individuals. The alike is generated by the alike. Co-being is that elementary integrity, which is capable of generating an individualized human sociality. In the cyclic processes of co-being, categorical confrontations of consciousness and being, unique and universal, individual and social, as well as confrontation between the "external" and "internal" of the individuality itself are overcome.

POST-MIGRATION LIVING DIFFICULTIES AND MENTAL HEALTH IN REFUGEES AND ASYLUM SEEKERS IN SERBIA

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The risk factors for mental difficulties among refugees and asylum seekers are usually divided into the ones experienced before migration (pre-migration), during migration and after resettlement in the host country (postmigration). Still, as refugees may spend even years in receiving camps or transit countries, the line between transit and permanent host country is blurred. Serbia is generally perceived as a transit country, but many refugees spend several years in this limbo. Thus, this study explores the presence of postmigration living difficulties and their relationships with mental health status among refugees and asylum seekers who have been staying in Serbia for six to 36 months. Total of 306 participants completed Refugee Health Screener 15 (RHS-15) and Post-Migration Living Questionnaire (LDQ), alongside basic socio-

demographic questionnaire. The results showed high screen-positive rate (88.4%) in regards to mental health difficulties. The most prevalent postmigration living difficulties are poverty, lack of work permit, isolation and boredom, separation from family and worries about family back home. Furthermore, the majority of living difficulties tend to be more pronounced in those who screened positive on the initial mental health assessment, e.g. little welfare help from either government ($r = .30, p < .01$) or charities ($r = .32, p < .01$), fears of being sent home ($r = .24, p < .01$), poor access to counselling ($r = .25, p < .01$), etc. Overall, the results imply the need for improved living conditions for refugees, asylum seekers and migrants in recipient countries, regardless of the duration of their stay, in order to protect their mental health and psychological well-being.

BY ACTING SLOWLY, YOU WILL LEARN QUICKLY

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Casadevante et al. (in press) showed that the response speed while solving a task can be determinant for learning. In their study, children who acted quickly learned less. This study aims at elucidate whether introducing a speed limit can encourage the overall learning level to increase. Therefore, we assessed 183 adult

participants using two versions of the Category Learning Test (CLT): a first group (N=86) undertook the original CLT and a second group (n=97) faced the CLT with a speed limitation that did not allow more than one click per second. Then, we compared the results of both groups. As expected, the group that performed the test

with the speed limitation acted slower and obtained a higher average level of learning than their peers obtained. In this way, the response speed while solving a task appears to be a

determining variable in the category learning. We believe that teaching students to self-regulate their speed could lead to better academic results.

THE ROLE OF THE SIZE OF THE SMALL GROUP AND INFORMAL SUBGROUPS IN INTRAGROUP CONFLICTS

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This study examines the relationship between (a) the size of groups and the number of informal subgroups in them with conflicts in the context of the group, and (b) the size of the informal subgroups with conflicts in the context of the subgroup. A multidimensional model of intragroup conflict was used, which includes two dimensions: five levels of conflict (ie, interpersonal (individual–individual), micro-group (individual–subgroup), group (individual–group), subgroup–subgroup, and subgroup–group) and two types (ie, activity-oriented and subject-oriented). Each level of conflict contains two types. Method: Forty-one work groups – small-size enterprises and units in medium-size and large organizations, with the total sample of 323 workers – took part in the study. Questionnaire of interpersonal conflicts in a group and the questionnaire of micro-group and group conflicts were used. For data processing the regression analysis was used. In the group as a whole, both the size of the group and the number of informal subgroups in it, have a positive relationship with the subgroup–subgroup conflict in both types and

subgroup–group subject-oriented conflict, and have a negative connection with the micro-group subject-oriented conflict. In addition, the size of the group is positively related to the subgroup–group activity-oriented conflict, and the number of subgroups is negatively related to the group activity-oriented conflict. In turn, the size of the subgroup is positively associated with the two types of subgroup–group conflict and negatively connected with the two types of micro-group conflict, as well as with the interpersonal activity-oriented conflict at the level of the informal subgroup. The quantitative characteristics of groups and subgroups are predictors of many levels of conflict for two or one type in the context of a group and a subgroup. The multidimensional model of the conflict on which this study was based expands our understanding of this phenomenon and its dependence on the quantitative characteristics of groups and subgroups. Based on this model and research results practitioners (administrators, consultants, etc) can more effectively manage intragroup conflicts by manipulating the size of groups.

HEALTH MANAGEMENT FOR MUNICIPAL AND STATE OFFICIALS IN GERMANY

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Health management for municipal and state officials in Germany is an important matter due to the demographic development already now, but will be even more important in the near future. The empirical background (e.g. age distribution, sick leave percentage), theoretical implications and legal conditions of this problem are presented as well as the results of a recent study called "Promoting health management to improve recruiting results in a medium size town public administration in North Rhine Westphalia". A basic health management concept is discussed within

the study. Three pillars of health management seem to be most important: health promoting activities, employee-friendly working conditions and reintegration; last but not least the leadership culture in the organisation has to be appropriate. Some References: Ternès, A., Klenke, B., Jerusel, M., & Schmidtbleicher, B. (2017). Integriertes Betriebliches Gesundheitsmanagement: Sensibilisierungs-, Kommunikations- und Motivationsstrategien. Wiesbaden: Springer Gabler. Uhle, T. & Treier, M. (2015). Betriebliches Gesundheitsmanagement (3rd ed.). Berlin, Heidelberg: Springer.

ACADEMIC SKILLS OF POLICE COMMISSIONER CANDIDATES IN NORTH RHINE-WESTPHALIA

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In Germany 1 federal and 16 state police forces insure the national internal security. In the most populous German state, North Rhine-Westphalia, police commissioner candidates are selected during a complex process by a specialized recruitment and training team. Until recently, not much was known about the academic skills of the candidates chosen. The evaluation study presented shows the high quality of the recruitment process by analyzing the academic data of 1,910 candidates during their 3 years' stay at the University of Applied Sciences for Public Administration and Management of North Rhine-Westphalia, Germany. Some references: Zlatkin-Troitschanskaia, O., Pant, H. A., Kuhn, C., Toepper, M. & Lautenbach, C. (2016). Messung

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PRACTICAL TASKS OF AVIATION AND SPACE PSYCHOLOGY IN RUSSIA

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In Russia, aviation and space psychology is traditionally based on a methodology which combines the natural sciences and the humanities. Technological advances in the aerospace industry are aimed at a continuous build-up of speed, altitude, and trust-to-weight ratio in the conditions of digital technology, the automated control systems (ACS), and new composite materials in the construction of aircraft and spacecraft. The 21st century challenges aviation psychology with both theoretical and practical tasks connected with a new methodology of training the flying staff to use highly-automated planes (Bodrov V.A., 2001; Strelkov Yu.K., 2001; Golikov Yu.Ya., 2003; Ponomarenko V.A., 2007; Gander D.V., 2017; Kozlov V.V., 2018; Ponomarenko V.A., Vorona A.A., 2018). One of the purposes of aviation and space psychology is to make both the "man-machine-environment" system and flight operating reliable and safe. In the paper, we offer historical and methodological analysis of aviation and space psychology in Russia. Now aviation profession takes the setting of «pilot-aircraft-aerospace system». The combined aerospace system exists in a complex information environment which dynamically changes. Computer systems successfully solve the tasks

of piloting and navigation. In modern aircraft the flight control system automatically provides required characteristics of stability and controllability in all range of operational flight modes; it displays main flight-navigation parameters signaling about its state and giving team-requirements for operator actions. However, if a dangerous situation suddenly occurs, a human being will take responsible decisions. Therefore, the personnel should have a high level of such qualities as courage, creativity and responsibility, that is, to combine the best psychological qualities of a cosmonaut, a test pilot. The practical tasks of aviation and space psychology are as follows: working out techniques of balanced training using simulators and in the real flight; development of modern methods of developing the ability to make decisions in emergencies; introduction of psychological selection which helps to assess the prospects for personal development in professional aviation; study of professionally important qualities in ground service specialists; preparation and implementation of long-term space travel; determination of important trends of integrating aviation psychology with space psychology.

MIGRANTS AND NO MIGRANTS: A STUDY OF ACCULTURATION AND SOCIAL WELL-BEING

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In Argentina, 4.6% of the population is foreign. Until August 2018, 100.604 residence permits were granted. Acculturation is a process of resocialization that involves psychological components and obtaining new skills and social norms. Castro Solano (2011) states that for a person to function effectively in a culture, it is necessary to have five cultural competences: Openness, Autonomy, Acceptance, Emotional instability and Relationships. Furthermore, the process of acculturation involves both the migrant group and the natives thus all involved develop more or less acculturative skills. On the other hand, Keyes (1998) defines social well-being as the assessment that individuals make about their conditions and activities within society. The aim was to analyze the relationship between acculturation and social well-being and to determine the differences between these variables according to the sociodemographic characteristics of Argentinians and migrants residing in Argentina. A convenient sample of 1782 participants migrants (n=442) and Argentinian (n=1340), both genders (62% Female, Meanage= 31.38 years; SD= 11.11). 92% of the migrants were born in American countries (Meanresidence= 7.86 years). Inclusion criteria were aged 18 years or over, born and living in

Argentina or have a residence greater than four months in Argentina. The design was quantitative, correlational, cross-sectional and non-experimental. Measures: sociodemographic questionnaire, Inventory of Cultural Competence (Castro Solano, 2012) and Social well-being scale from Keyes (1998) adapted to Spanish by Blanco and Díaz (2005). There are positive correlations ($p < .001$) between Social well-being and Openness ($r = .320$), Autonomy ($r = .108$), Acceptance ($r = .319$), and Relationships ($r = .444$) competences. The Emotional Instability correlates negatively with social well-being ($r = -.423$; $p < .001$). The results indicate that there are significant differences in Openness ($t(1780) = -6.157$; $p < .001$), Autonomy ($t(1780) = -3.850$; $p < .001$), Acceptance ($t(1780) = -3.483$; $p < .01$), and Relationships ($t(1780) = -2.013$; $p < .05$) competences between Argentinians and migrants. Migrants have higher acculturative competences than Argentinians. There are no differences in Emotional Instability. We found differences in the acculturation competences according to sociodemographic characteristics (sex and age) of migrants and Argentinians. Findings are consistent with previous studies (Castro Solano, 2011; Alvarez & Vall, 2013). Limitations and theoretical-practical implications will be discussed.

EFFECTS OF SOCIAL CUES ON METACOGNITIVE MONITORING AND CONTROL – EVIDENCE FROM EYE-MOVEMENT STUDIES

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People make choices and judge their choices on the basis of the information provided by perceptual cues as well as the information from social cues. However, previous researches are mainly focused on perceptual cues, our research paid much attention to study the effect of social clues. In this research, the learning materials consist of pairs of a Russian word and a relative picture, and the "majority-selected situation" serves as social cues. This study imports an innovative research paradigm of judgment of confidence, and uses eye-tracking technology to obtain the implicit data of metacognition. The maximum of fixation time during presentation of a confidence slide as a measure for the implicit monitoring; and measured the implicit control by fixation time allocation during recognition on different items. Then we compared these implicit data collected by eye-tracking with the explicit

data of monitoring and control from oral report to analyze the influence of social cues on metacognitive monitoring, metacognitive control and their interrelation. And the study concluded: (1)Metacognitive monitoring is strongly affected by social cues, which appears as 'believing others'. The trend of explicit monitoring data is coherent with the implicit data, and the implicit monitoring data is more accurate. (2)Social cues have little influence on metacognitive control, which appears as 'believing oneself'. The trend of explicit control data is coherent with the implicit data. (3)Under the influence of social cues, the interrelation of metacognitive monitoring and control acts in this way: the level of confidence affects the subsequent behaviors, and whether changing the choice or not in turn serves the level of confidence

RELATIONSHIP BETWEEN SELF-CONTROL CHOICE MEASURED BY A NEW PARADIGM AND IMPULSIVE BEHAVIOR IN DAILY LIFE, SMOKING AND GAMBLING, IN ADULT HUMANS

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Smoking and gambling are often pointed to as examples of problem of self-control and impulsiveness. In the research area of operant conditioning, self-control has been defined as a choice of larger-later gain and impulsiveness has been defined as the opposite of self-control (a choice of smaller-sooner gain). Self-control and impulsiveness have been investigated with both human and nonhuman animals, and many studies have found that adult humans showed self-control in laboratories. Because many adult humans show impulsiveness in daily life (e.g., smoking and gambling), the self-control choice situation based on the traditional self-control choice paradigm might not necessarily correspond to that in daily life. Katayama & Saeki (2018) proposed a new self-control choice paradigm including loss of rewards to measure self-control and impulsiveness choice more accurately. In the present study with 30 adult males and females, we investigated a

relationship among choice proportion for the self-control alternative measured by the new paradigm, the scores on self-control or impulsiveness scales that have been used in previous studies (e.g., BIS-11, BSCS), the degree of delay discounting which has been used for an explanation of self-control in previous studies, and the degree of self-reported smoking and gambling behaviors. As a result, choice proportion for the self-control alternative was significantly lower in participants who have smoked for over 20 years than in participants who have smoked for less than 20 years. This result suggests that the new paradigm is valid as a measure of self-control choice. On the other hand, there was no difference in choice proportion for the self-control alternative by the degree of gambling pathology. This result might be caused by relatively lower degree of gambling pathology in this study than in previous studies.

A STUDY ON EXERCISE HABITS OF JAPANESE MOTHERS WITH PRESCHOOL CHILDREN: THE DIFFERENCES IN THE AMOUNTS OF EXERCISE AND EXERCISE SELF-EFFICACY BY THE DURATION OF EXERCISE PLAY WITH CHILDREN

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The mental health status of mothers who have young children exerts a major influence on the growth of their children. Therefore, it is important for mothers to maintain their own well-being. Regular exercise assists in relieving stress, reducing depression, improving mood, and alleviating negative emotions. However, women with young children are less likely to engage in adequate exercise than women without children. Self-efficacy is an individual's belief in performing an action, and if a person's sense of self-efficacy in an activity is high, the frequency of undertaking such actions also increases. The purpose of this study is to examine the differences in the amounts of exercise and the exercise self-efficacy scores of mothers with preschool children by the duration of exercise play with the children. A total of 504 Japanese mothers with preschool children (M_{age} = 34.32 years, SD = ±4.516) completed four questionnaires: a face sheet, the amount of exercise, log of the duration of exercise plays with their children each day, and an exercise self-efficacy scale. Independent sample t-tests were conducted to investigate the

differences in the amounts of exercise and exercise self-efficacy by the duration of physical play with their children. The results of the t-tests revealed that the scores of exercise amounts ($t[502] = -1.830, p < .10, \text{effect size } d = .16$), recovery self-efficacy ($t[502] = -2.767, p < .01, \text{effect size } d = .25$) and coping self-efficacy ($t[502] = -2.575, p < .05, \text{effect size } d = .23$) were significantly higher in mothers who were the long-duration exercise play group than the short-duration exercise play group. The obtained results suggest that mothers who spend a longer time in exercise play with their children accomplish more general exercises and achieve higher exercise self-efficacy scores. In particular, the conviction that exercise can be resumed even when exercising is interrupted, and the confidence of coping with barriers and implementing physical exercises are highly demonstrated in such mothers. Future research should consider investigating the relationship between the exercise self-efficacy of children and exercise play with their mothers.

INSTANT EXCLUSION OF THE INTRA-GROUP INTERACTION SETTINGS: STAGES OF DEVELOPMENT

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Institut???

Being a mandatory component of all people's activities, their interaction with each other turns out to be a prerequisite for adequate cognition of reality, for the formation of an attitude towards it and behavioral responses based on it. The purpose of the article is the theoretical justification and calculation of the psychometric indicators of the author's method of express diagnostics of intra-group interaction mindsets. The regulatory function of a social mindset is provided through the functions of adaptation, information, and implementation. The psychodiagnostic resource of method of express diagnostics of intra-group interaction mindsets includes indicators of mindsets for leadership; mindsets for dissociation; mindsets for cooperation; mindsets for rivalry; constructive and demonstrative mindsets organized by continual principle. When defining the basic

methodological concept of method of diagnostics of intra-group interaction mindsets, it was decided to use the reflective logic of its development, in which the tempo-dynamic criterion is implemented through the instruction, according to which the task is performed at a fast pace, and the reflective criterion itself was introduced through the organization of the figurative action. Express diagnostics of intra-group interaction mindsets results in the assessment of a mindset focus on cooperation or rivalry in the group as a whole, as well as in the assessment of the system of individual installations of intra-group interaction according to such parameters as constructiveness-demonstration parameters and leadership-distancing.

Keywords: intra-group interaction mindsets, psychometric assessment of the method

SOCIAL STATUS DOMINATES ATTENTION: UNDERSTANDING THE LOW DOMINANCE BIAS OF NON-SPATIAL ATTENTION

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The ubiquitous nature, and influence, of social status indicates humans have a subconscious predisposition to navigate these hierarchies. Status is attained through either the evolutionary inherent pathway of dominance (coercion and intimidation) or the human specific pathway of prestige (skill and respect). Individuals who possess greater traits in each pathway are known to more readily attract eye gaze and social attention compared to lower-status peers. However previous research by the authors found that at comparatively early processing stages, when non-spatial attention to status competes with additional stimuli, our allocation of attention is biased to physical features associated with low dominance. Given this unique finding in the social status literature, the current studies aimed to understand why non-spatial attention is biased towards low dominance individuals. The studies had undergraduate students complete modified versions of the attentional blink (AB) paradigm. Study 1 (N = 44) explored the effect of stereotypicality – people initially attend to individuals who differ from the typical stereotype of the group – with dominance manipulated with

female faces varying in dominance as the second of two targets (T2) in the AB. Stereotypicality was not supported as T2 accuracy was greater for high and low female dominance. Study 2 (N = 47) explored attention capture and holding – low dominance captures attention fleetingly but high dominance holds attention – using male faces varying in facial dominance as the first target (T1) and randomised numbers as T2. Study 2 supported this theory – at the height of the attentional blink T2 accuracy was significantly reduced for targets that followed high dominance faces, indicating non-spatial attention was significantly held by high dominance. These results demonstrate that although the workings of comparatively early processing stages are tuned to low dominance, high dominance individuals have a greater ability at holding our attention in the face of competition – therefore extending our understanding of how people view and interact with social hierarchies. Further research focuses on exploring the nature of the low dominance attentional bias in individuals with inherent social functioning deficits.

COMPONENTS OF SOCIAL STATUS IN CONTEMPORARY RUSSIAN SOCIETY

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Social status refers to the person's position in society determined by a number of objective and subjective indicators in different scientific knowledge areas. However different criteria are defined in the conceptions: education, position, income, property, prestige and others. Analyzing the society's structure throughout the mankind's history, L.Johnson noted that the status and criteria underlying it are related to the values shared in society. In order to identify the criteria specific to the Russian society, and to analyze the process of a stranger's social status perception, we conducted a study consisting of two stages. At the first stage (n=121) we identified social representations about social status to determine the significant components of this phenomenon. At the second stage (n=98) the relationships between the social status (both social-economic and perceived) and the characteristics selected in the first stage were analyzed. According to the representations the important characteristics were: education, profession, wealth, accuracy and others. 12 videos were selected for data collection at the second stage. For selecting videos we used the following criteria: gender, age, speaker's social status. Respondents were offered to watch 3

videos, after each video they were asked to evaluate the speaker on a certain set of 5-point scales which were identified on the first stage, as well as to determine the profession and give a brief description of the speaker. First, there is correlation between social-economic and perceived status ($r=0.41$; $p=0.01$). We found general significant correlations of the perceived and social-economic status with the scales "education", "wealth", "confidence" and others. Characteristics were found with which connections were not established in both cases: "lazy", "civilized". Unlike social-economic status the perceived social status has significant correlations with the category "weakness", and has no correlations with the characteristics "employed", "indifferent". We can conclude that a stranger's perception is determined by his social-economic status, as well as a number of characteristics related to it. Social status's significant characteristics are: intelligence, confidence, achievements, sadness and others. Hereinafter we plan to expand the sample and conduct a cross-cultural study to compare the social status components and their role in stranger's perception.

COGNITIVE STATES AND MENTAL MECHANISMS OF THEIR REGULATION

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The study of mental states arising in problem situations related to the solution of various problems (from social, life to mathematical and technical) in different activities (educational, creative, industrial) led us to the conclusion about the need to highlight the states connected with the process of cognition and cognitive sphere of a person. While studying structural and functional organization of cognitive states we found that cognitive states are manifested as functional structures, including subsystems of metacognitive regulation, emotional activation of cognitive activity, intrapsychic activity and emotional and personal regulation of mental processes. Obtained significant data allow us to believe that the functions of cognitive states are connected with the actualization of cognitive activity, the development of the cognitive sphere, metacognitive regulation, as well as with the change of the person's attitude to the subject activity and society. Manifestations of these functions in the mental whole and the life of the subject, in our opinion, is determined by the mental regulation of cognitive states. The latter is determined by the influence of semantic structures of consciousness (personal meaning,

values, etc.), motivation, reflection, orientation, experiences of the subject, categorical structures of consciousness, mental representations included in the structure of knowledge, as well as the subjective mental experience of a person, whose reproduction in problem situations of life is manifested in the actualization of a certain cognitive state. It can be assumed that the central component of the integral mental regulatory system affecting the actualization, intensity, duration, and other characteristics of cognitive states is the system of "Self" of the subject, the dispositions of which determine the "partiality" and cognitive activity in human life. The system-forming factor of actualization of states is a subjectively significant goal, which is formed under the influence of the functional complex of mental structures' components, namely, motives of activity and semantic structures of consciousness, reflection, experiences, categorical structures, mental representations, subjective experience and system of the subject. The latter determines the involvement of mental structures in the actualization of cognitive states and their manifestations.

PLACEBO AND NOCEBO EFFECTS IN VISUAL ATTENTION

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Placebos are sham interventions that provoke beneficial cognitive, somatic or affective effects, whereas nocebos, as the opposite phenomenon, induce harmful effects. Recent findings indicate that placebos as well as nocebos are able to alter primary and secondary visual cortex activation and modulate basic visual attentional processes. However, the association between placebo and nocebo effects are poorly understood and discussed controversially until now. In the present eye-tracking investigation effects of placebos and nocebos on visual attention were directly compared in a healthy sample. A sham

transcranial magnetic stimulation was administered along with the verbal suggestion that the treatment would either increase (placebo) or decrease (nocebo) left-sided visual attention. Forty participants performed a visual search task once with and once without the placebo or nocebo. Contrary to the suggestion, the nocebo increased left-sided attention in participants reporting left-sided attention deficits, whereas the placebo had no effects. Limits and possibilities of placebo and paradoxical nocebo interventions are discussed.

A JOINT EFFECT OF PERCEIVED ORGANIZATIONAL STIGMA AND ORGANIZATIONAL IDENTIFICATION ON SELF-ESTEEM AND WORK BEHAVIOR: EMPIRICAL EVIDENCES FROM TAIWAN

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There is growing attention on organizational stigma in recent years (e.g., Barlow, Verhaal, & Hoskins, 2018; Tracey & Phillips, 2016). However, to date, we do not understand clearly why and when perceived organizational stigma (POSTIG) affects work behavior. We propose that POSTIG undermines self-esteem, reducing organizational citizenship behaviors and increasing deviant behavior. However, we expect this effect to occur more strongly for those with high (versus low) organizational identification. The image and reputation of an organization means more to members who identify more highly with it. When high identification members perceive the organization as stigmatized by the public, they would react more strongly to that stigma and be disturbed by it, leading to a lower self-esteem than those lower in organizational identification, and lower work outcomes. In the study, we

developed and tested the validity of a new Perceived Organizational Stigma scale. We tested our hypotheses using a three-wave sample of 310 respondents from a northern army unit in Taiwan, with one month separating each wave. The results of our study provide support of the hypotheses and shows that higher organizational identification enhances the negative personal and work effects of perceived organizational stigma. References: 1. Barlow, M. A., Verhaal, J. C., & Hoskins, J. D. (2018). Guilty by association product-level category stigma and audience expectations in the US craft beer industry. *Journal of Management*, 44, 2934-2960. 2. Tracey, P., & Phillips, N. (2016). Managing the consequences of organizational stigmatization: Identity work in a social enterprise. *Academy of Management Journal*, 59, 740-765.

KNOWLEDGE AND ATTITUDES OF MENTAL ILLNESS IN A RURAL SOUTH AFRICAN COMMUNITY

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Mental illness remains a significant contributor to the global burden of disease in many communities worldwide. A survey of the literature has shown that there is little information on knowledge and attitudes regarding mental illness in rural communities. In this paper, the results of a study that sought to investigate a rural community's knowledge and attitude of mental illness are presented. A cross-sectional survey was conducted in GaDikgale community in Limpopo Province, South Africa. A total sample of 249 participants (female = 187; male = 62) were randomly selected and requested to participate in the study. Data was collected using the Mental Attitude Knowledge Scale (MAKS) and the Attitude Scale of Mental Illness (ASMI). The results reported that there is a significant difference in the level of knowledge towards

mental illness by members of the GaDikgale community, based on gender. Male participants were more knowledgeable on mental illness when compared to female participants. With regard to attitudes of mental illness, it was revealed that social distance is prevalent in females than in male participants. However, there were no significant differences reported on age and gender on the stereotyping, restrictiveness, benevolence, pessimistic and stigmatization scales of the ASMI. These results confirm that mental illness can be a burden for the family, contributing to isolation and poor access to adequate treatment. Reintegration after treatment and positive recovery is difficult based on the lack of knowledge and negative attitudes towards individuals diagnosed with mental illness.

THE DIAGNOSTIC VALUE OF THE SUBJECTIVE EVALUATIONS ON THE RORSCHACH: RE-ANALYSIS

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The aim of the study was to re-examine our previous findings. Ito, M. & Hattori, S. (2014) had tested whether the subjective evaluations of the participants to their responses were useful for the differential diagnosis on the Rorschach. The previous data was used for the re-examination. 18 psychotic and 22 non-psychotic patients were administered the Rorschach as the daily clinical works in a hospital. And the administration were added to the period after the inquiry, which were asked the subjective evaluation (on the preference or liking) for each of their own responses by ten-point scales. But the examiners were not informed the purpose of the study. The administration and the coding were conducted by the Kataguchi system (most popular in Japan). After that, the codes were translated to those of the Comprehensive system for the statistical analysis. Dealing with the indices (Xu%, X-%, S-% and SE% : the averages of the subjective evaluations, Popular , special scores level 1 & 2)

which could be sensitive to reality testing, they were calculated statistically. Logistic regression model indicated that 7 variables (see the above) were most fitted and differentiated psychotics from non-psychotics (Log likelihood = -20.34, $\chi^2 = .044$). But the odds ratio of SE% (.79, $p = .37$) was not significant. Rather, that of Xu% (7.85, $p = .02$) and Popular (1.60, $p = .08$) was significant or marginally significant. In this study, we could not demonstrate any differential effects of the SE. But, it is noteworthy that Xu% and SE% is highly correlative only in the psychotic groups ($r[\text{psychotics}] = -.48$, $p = .045$). These variables may have some diagnostic values even if the special scores and X-% are ineffective. The further research is expected and we will try to do that by more improved approach. References Ito, M. & Hattori, S. 2014 The role of the subjective evaluations on the Rorschach. 19th Congress of the International Society of Rorschach and projective Methods (Istanbul)

ANTECEDENTS OF CONFLICT STYLES IN INTERCULTURAL CONFLICTS: A STUDY IN GERMANY AND RUSSIA

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Based on the socioecological approach to intercultural communication and on the contextual model of interethnic communication (Kim, 2005), the aim of the present research was to examine the predictors of behavioral attitudes in an intercultural conflict at the interpersonal dimensions (values) and at the interethnic dimensions (ICA) in order to form holistic insights about this phenomenon. We conducted similar studies in two countries Russia and Germany wanted to take into account the macro sociocultural context as well. However, we did not implement our study in the classic cross-cultural paradigm as we varied the research conditions across countries based on the actual social situation. We view our research as an emic analysis with elements of etic conceptualization for the systematic identification of behavioral patterns in an intercultural conflict. We conducted a socio-psychological survey using Rahim Conflict Inventory-2 in the modification by Oetzel for intercultural conflicts, Schwartz's Personal Values Questionnaire-Revised (PVQ-R), and the intercultural communication apprehension scale by Neuliep and McCrosky. The total sample comprised 455 participants including 221 Germans and 234 ethnic Russians.

We used the following statistical procedures: confirmatory factor analysis, partial correlation analysis, hierarchical regression analysis, and multigroup analysis. As can be seen from the findings of the analysis, for the preference of each style one or two values have the greatest explanatory ability whereas the rest one do not have any significant links with the style at all. Despite the statistical differences of the model being tested in two counties, we could draw a number of repetitive in both studies patterns. The self-transcendence values were positively associated with the preference for a style of collaborating. Self-enhancement values were positively associated with the preference for a style of dominating, and conservation values with the preference for a style of avoiding. The high level of intercultural communication apprehension was an obstacle to the choice of collaborating style. These findings were discussed concerning the historical and sociocultural context of the two countries. References Kim, Y. Y. (2005). Association and dissociation: A contextual theory of interethnic communication. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 323–349). Thousand Oaks: Sage.

LIFE SATISFACTION OF YOUNG STAYERS (WITH AND WITHOUT INTENTION TO MIGRATE) AND RETURNEES AND THE ROLE OF OCCUPATION IN EUROPEAN COUNTRIES

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In an increasingly globalized world, migratory movements continue to have a great importance in the defining of European society. Migration experience is characterized by complex processes which involve the interaction of different economic, social, environmental and psychological factors. Many studies have found the relevance of life satisfaction not only as a strong predictor of the migration intention, but also as a mediator between that intention and individual socioeconomic variables and macroeconomic conditions. The aim of this work is to provide empirical evidence of the relationship between life satisfaction and relevant variables for young's people mobility: stayers (with/without intention to migrate)/returnees and their occupation (Students, Employed and Non-Employed young people). The sample for this study is composed of 17566 persons (18-35 years and 49% women) in nine different European countries (UK, Sweden, Italy, Slovakia, Ireland, Spain, Romania, Germany, Latvia). A questionnaire (using Satisfaction with Life Scale - SWLS-) framed in the EU H2020 project

YMOBILITY was delivered by a large-scale panel survey in these countries. A two-way ANCOVA (one per country) was conducted to try to find differences between stayers (with/without intention to migrate)/returnees and occupation in SWLS scores (using age, gender and level of education as covariates). The results indicate, country by country, that both variables have principal effects in SWLS scores, and there is not a statistically significant interaction effect. In all countries, the highest values of Life Satisfaction fit to returned people and stayers without intention to migrate, except in Spain, where only stayers (without) have these high values. In all countries, the highest values of Life Satisfaction match to students and full-time employed people, except in Spain and Italy, where only students have these high values. In all countries, the lowest values of Life Satisfaction belong to unemployed people. These results reinforce the importance of including life satisfaction in migration studies, especially when considering the intention to migrate and occupation in different European countries.

ANALYSIS OF AIR CRASH ACCIDENT: ROOT CAUSE ANALYSIS OF IRANAIR AIRLINES FLIGHT 1974- IR-277

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Root cause analysis is a tool that helps in identifying what, how and why the accident happened in detail and could provide valuable recommendations for preventing future negative events (Rooney & Heuvel, 2004). Similar to other transportation modes, managing risk and safety is crucial factors for aviation safety that could be managed by the investigation of previous incidents. Therefore, the aim of this study is to investigate the flight IR-277 accident by root cause analysis to understand the main causes (especially human-related causes) of the accident of IranAir Flight 277 in 2011. By the time of this research, the official report has not published. So, the information related to the accident was gathered from interview of survived passengers and unofficial CVR and FDR data report from some pilot's reliable websites. In the analysis part, the problems were detected by

timeline and information mapping technique and determined as "Miss approach at first try", "Wrong decision from cockpit crew after Miss-approach", and "Weak crew management and communication". After determining main problems, in order to find root causes behind these problems, root cause analysis (5 Why Technique) were used. The results showed that human-related factors and bad weather condition are the main contributors. Therefore, at the end of this study based on the root cause analysis results, it is recommended that in order to improve crew response in emergency situation and improve the crew compunction and manager during, flight, organizational culture should be carefully examined and inappropriate applications should be carefully identified that could affect the behaviors and reactions of both ground and flying crew.

AGENCY CRITERIA IN EDUCATIONAL CRISES OVERCOMING

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The problem of students' adaptation to new educational level (normative educational crises overcoming, according to Slobodchikov, 2008). Unlike previous re-searches (Barber&Olsen, 2004; Akçinar, 2013; Nisskaya, 2018) we explored this problem from the standpoint of human agency becoming, as well all categories of students have been studied in order to determine the general patterns of the normative educational crises overcoming. The study aimed to explore the general criteria of agency – capacity to use one's psychological resources to solve problems and achieve goals – during the normative educational crises (crises of adaptation to the new learning conditions) overcoming. 383 students age of 7-18 (81 first-graders, 84 fifth-graders, 110 tenth-graders and 108 freshmen) took part in the study. Students' agency and psychological re-sources were surveyed at the beginning of the first academic year at the new educational level. Adaptation criteria (informational, behavioral and affective) were estimated at the end of the academic year. By using the k-means method of cluster analysis, each category of students was divided into clusters with similar agency indicators; further we compared agency

indicators, abilities, and personal traits in these clusters by U-test and explore correlation links between the psychological resources and adaptation criteria indicators in each cluster by Spearman's rank correlation coefficient. In each category of students we have found a lot of significant correlation links between the psychological resources and adaptation criteria indicators only in the cluster of students with high agency level. On the other hand, we have found only isolated correlation links (or absence of links) between the psychological re-sources and adaptation criteria indicators in the clusters of students with low agency level. This confirms our hypothesis that only students with a high level of agency use their psychological resources to successful overcoming of normative educational crises. Students with low agency level don't use their resources in full: they have negative emotional state as well as problems in learning and behavior despite capacities. Thus, without human agency qualities, both the intellectual and personal resources of students can remain unused during the period of adaptation and further training, the results of the study demonstrated.

OLDER ADULTS' PERCEPTION OF PSYCHOTHERAPY AND WILLINGNESS TO SEEK PSYCHOLOGICAL HELP

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This study aimed to explore older peoples' attitudes towards, and understanding of, psychotherapy and their willingness to seek out psychological services for themselves. A total of 20 older adults, 10 women and 10 men, aged from 65 to 89 years, participated in semi-structured interviews which were guided by a set of open-ended questions. Thematic analysis identified three themes: the GP as the primary but problematic access point; unfamiliar terminology/familiar concept; and changing attitudes/lingering stigma. Lack of enquiry by GPs, short consultation times and unfamiliarity

with psychological terminology were considered barriers for accessing treatment. Participants mostly held positive and accepting views of psychotherapy but a lingering stigma, based on historical values of stoicism and self-reliance, was evident. Reductions in societal stigma were attributed to increased exposure to mental health information via the media, however, participants appeared to confuse psychological services with counselling as this was a term that most were familiar with. Therefore, information communicated mostly through the media should focus on making this distinction clearer.

HUMAN AGENCY AS THE MAIN FACTOR OF LEGAL PSYCHOLOGY STUDENTS' PSYCHOLOGICAL READINESS FOR PROFESSIONAL ACTIVITY

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Readiness for professional activity includes a certain set of knowledge and skills, as well as a person's comprehension of his goals, motivation, intellectual efforts, responsibility, etc. But school and university education is focused primarily on the transfer of knowledge. We consider the psychological aspect of readiness for professional activity from the standpoint of the concept of agency. Skills required to be forensic psychology experts include strong personality and decision-making capability. Only experts with a high level of agency fully use their psychological resources in order to solve deontological and moral problems in their professional activity. It is impossible to become a true professional in forensic activity without agency qualities, even while having all the other

important professional qualities. Second-year (N=30) and fourth-year (N=30) students of Tsiolkovskiy Kaluga State University took part in the survey. The Russian versions of Purpose-in-Life Test (Crumbaugh, Maholick, Leontiev) and Ways of Coping Questionnaire (Folkman, Lazarus, Kryukova) were used to assess agency indicators. We analyzed the results of PLT and WCQ in samples of students. The statistical analysis of the differences in second-year and fourth-year students (U-test) shows that there are statistically significant differences only between the samples of students by the scale Result (U = 316, p = 0.04). But we have found a lot of differences in the relationship between coping strategies and meaningfulness of life scales in these samples. Coping refers to ways of handling

stressful and trouble some circumstances. It also includes expelling effort to resolve problems and to deal with problematic situations. Problem-focused coping, emotion-focused coping and seeking social support are some of the common coping strategies one may use to deal with stressful situations. There are a lot of stressful situations in forensic psychologists' professional activity. And their readiness for agency qualities

use in stressful situations of moral choice is very important. The results of the studies confirmed that agency is an important factor of the readiness for professional activity. On one hand, high level of agency determines the effectiveness of training activities and readiness for innovation. On the other hand, agency is the fundamental basis for responsible decision-making.

ON THE NATURE OF FORESIGHT: ON THE EXAMPLE OF THE ANALYSIS OF NAPOLEON BONAPARTE'S ACTIVITY

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The goal is to outline the first approaches to its (forecast) studying. The next step is an aim of a special research" — writes B.M.Teplov [1]. Method. The Creative Field Method [2] imitates the development of the activity corresponding to the levels of cognition defined by Hegel. On the level of a "unit" a testee masters a new activity staying in its frames. This is the stimulus-productive level, the activity is stimulated from the outside. On the level of "particular" — the heuristic level — the testee analyses the whole system of the activity by his/her initiative and finds out general regularities. On the level of "universal" the defined regularities are explained. Building up a theory provides the cognition of the essence of an object. But having cognized the essence of a phenomenon it is possible to forecast the qualitative leaps in its development and that fact defines the prognostic abilities of a person. This is the highest level of creativity. During the Italian campaign of 1796-1797 Napoleon is characterized by a thorough analysis

of the situation. By in all his glory it is still the stimulus-productive level. The Marengo battle of 1800 is a result of a comparative analysis of the strategies of the previous battles leads to the discovery of a new strategy reflecting his transfer to the heuristic level. In the Ulm operation of a1805 Napoleon reaches the creative level. Reconsidering a new strategy and then including the whole experience practically leads to building up the theory, defining the strategy; provides the foresight of the enemy's behaviour to "win a battle by the marches only" and reaches his height and scope in Austerlitz. The analysis of Napoleon's activity shows that his mind in its structure is identical to the mind of a great scientist and the phenomenon of forecast is possible only at the highest level of cognition. References 1. Teplov B.M. (1985). Um polkovodtza. Izbrannye trudy. Moscow: Pedagogika, 328 p. 2. Bogoyavlenskaya D. B. (2003). Psikhologiya tvorcheskikh sposobnostei. Moscow: Akademiya 320 p.

FACTORS ASSOCIATED WITH A SENSE OF WELL-BEING IN JAPANESE OLD AGE

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This study examined the factors associated with a sense of well-being among elderly individuals and identified the contributors to good health and longevity by analyzing the life stories of health five women aged 71-88, and nine men aged 65-81 in Japanese. Japan is a super-aging society, and it has estimated that more than 80% of elderly individuals will be in good health in the future. However, good health and longevity are not the only important factors related to aging; it is also important that our elders experience a sense of well-being. The life stories of the participants in this study were elicited using

semi-structured interviews. According to the results, all elderlies told that they were happy. This results seemed to be due to the way of the interview. It may have functioned as reminiscence method. For all elder men, the most important aspect of their lives was the work to which they devoted, and the other hand, for women, the relationship with their family. All elderly individuals with a sense of well-being did not fear and accepted their own death, and have not spare any efforts to live at the present time, adapting their physical conditions, with thanks around them.

COGNITIVE PERSONALITY SCHEMES IN COLLEGE STUDENTS

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To describe the cognitive schemes of personality among the students of the National Autonomous University of Mexico (Spanish: Universidad Nacional Autónoma de México, abbreviated as UNAM). Our sample for our non-probability sampling was obtained from 662 UNAM students (429 women and 233 men). The total sample was gathered from 6 different departments. The Personality Belief Questionnaire (PBQ), a 126-item assessment instrument that measures beliefs associated with different personality disorders (Avoidance, Dependency, Passive-Aggressive, Obsessive-compulsive, Antisocial, Narcissistic, Histrionic, Schizoid and Paranoid). The questionnaire was applied to a group of students from six different UNAM Departments. Students were explained the purpose of the study and their cooperation was requested, but not without pointing out that their participation

should be totally voluntary and if wanted, they could choose not to answer the questionnaire. In case they choose to participate, it was ensured to them that the information gathered would remain anonymous. At the time of comparing the average z scores from the total sample, it could be observed that the students ($ME=1.45$) are way over the z score criteria for people with psychiatric diagnostic in the antisocial scheme ($z=.31$), this represented 79% of the students. In the Obsessive-compulsive scheme it's found that 39% of the sample is above the score criteria for people with a psychiatric diagnosis ($z=.31$), 31% fit the Narcissist profile, 28% in the Paranoid profile, 9% in the Borderline profile, 7% in the Avoidant profile and only 5% in the Dependent profile. The most striking element from the results is the large amount of students with a high score at the antisocial scheme. The main

strategies correspond to the manipulation, deceit, combativeness, predation and exploitation (Beck, et al., 2005). This result could be related to the current Mexican social context, with high levels of insecurity, violence and intolerance (where it

seems to apply the concept "survival of the fittest"). That's why the strategies previously described could be used to face a difficult daily life.

STRUCTURAL AND INSTITUTIONAL VIOLENCE TOWARDS RURAL MIXTEC WOMEN THROUGH THE "PROSPERA" PROGRAM

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Through "PROSPERA", which is a Mexican Conditional Transfer Program, the Mexican State imposes women, because of their gender condition, tasks that are extensions of the domestic ones to remain as beneficiaries of this Program. The main objective of this study is to explore, based on their own experience, the way Mixtec women from the community of the State of Guerrero, Mexico, experience their relation with "PROSPERA". And analyze the possible existence of structural violence towards them as well as the pressure that the activities required by the program may put on them. The research was done from a qualitative perspective, 10 women were interviewed, and direct observations were made in the community. Based on these women's narration of their experiences, it could

be observed that the State of Guerrero, through this program, exerts structural violence. Exerted by those in charge of carrying out the program in the community this violence ranges from the discourse of "poverty" to direct violence, perceived by the women as "mistreatments". Even when the official documents states that the "PROSPERA" program was designed with gender perspective, knowing these women's experiences allowed us to identify a different perspective. Since in their stories conditions of local, institutional and structural violence they are put through were identified, it reproduces the role that has kept them at a disadvantage, vulnerable, unequal and generates tension between what they want and what's imposed to them.

MATERNAL MEDIATION AS PERCEIVED PRIVACY INVASION FOR ADOLESCENT INTERNET USE

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Parents employ strategies to regulate children's behavior to protect them from excessive internet use. However, as children enter adolescence, they begin to fortify privacy boundaries with parents, and feel less obligated to disclose risk behavior. This study hypothesized that maternal mediation of adolescent internet use might be perceived as the privacy invasion by adolescents, which further provoke defensive behaviors (e.g. disclose the information of internet use), and such defensive behaviors would increase the risk of internet use such as exposure to online risk and internet addiction. Data were drawn from a 2-year longitudinal study of adolescent internet use (ages from 13~16 years old). 678 adolescents and their mothers had completed two waves of data. The variables were mothers' report of mediation strategies (restriction mediation, $\alpha = .80$; co-using mediation, $\alpha = .91$; active mediation, $\alpha = .88$) at W1, adolescent report of exposure to online risks at W1 ($\alpha = .65$) and W2 ($\alpha = .69$), internet addiction at W1 ($\alpha = .94$) and W2 ($\alpha = .94$), perceived privacy invasion at W2 ($\alpha =$

.87), and adolescent defensive behavior at W2 ($\alpha = .91$). Structural equation modeling was used to analyze the proposed model, and the results indicated a good model fit ($\chi^2 (988) = 2198.15$, CFI = .92, TLI = .91, RMSEA = .043 (90% CI = 0.41-.046), SRMR = .054). By controlling online risk at W1 and internet risk at W1, mothers' report of restriction mediation at W1 was positively correlated with adolescent report of privacy invasion at W2 ($\beta = .18$, $p < .01$), which further correlated with adolescent defense behavior at W2 ($\beta = .66$, $p < .001$). Furthermore, adolescent defense behaviors positively correlated with online risk at W2 ($\beta = .14$, $p < .01$) and internet addiction at W2 ($\beta = .22$, $p < .001$). Compared to co-using and active maternal mediation, restrictive mediation was more likely to be seen as the invasion of privacy by adolescents. When adolescents perceived the privacy boundaries were violated, they tend to use defensive behaviors by disclosing information about internet use, and this would increase the risk of online risk and internet addiction.

MARITAL RELATIONSHIP OF WIVES SUFFERING BIPOLAR DISORDER: DYADIC PERSPECTIVES

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The purpose of this study was to understand couple relationship with wives suffering bipolar disorder. Most research concerning emotional disorder only included individual data, and most of them focused on depression. Bipolar disorder and dyadic perspectives were rarely as research focus. Narrative approach was used, and two couples were interviewed. The first couple (Snow and Rain) was married for 12-years. The second couple (Cherry and Grass) was married for 4-years. Data were not only analyzed at individual level, but integrated at dyadic level also. The major results could be summarized as the following: 1. The process of marital interaction during the wife's emotional change-depressive and manic mood was described. Both husbands knew their wives' bi-polar disorder before married, but not really understood how the disorder might influence their relationship. During depressive mood, husbands would take the responsibility for caring wives, and wives would express their appreciation and gratitude. However, during manic mood, conflict would be increased, and isolation as well as keeping

distance was frequently used as revolution strategies. In this later situation, wife's family of origin would involve and serve as comforting effect. 2. Both couples struggled with ambiguous extra-marital affairs on the husbands' side. Snow found out Rain's suspicious affairs after miscarriage, which had a huge impact on Snow's emotional stability and their relationship. Grass kept contact with his ex-girlfriend until Cherry had a serious manic episode. 3. As for conflict resolution strategies, when tension increased, Rain would withdraw at first, and then show caring and support to comfort Snow. On the other hand, Cherry and Grass did not withdraw from the tension, and then Cherry would go back to her parents' home to cool down the conflict. Separation seemed to be a consensus strategy for this couple. In addition to the process of dyadic conflict and revolution strategies, this study also found the support from wife's family of origin was a crucial factor to maintain marital relationship. The implications for marital therapy when working with wives suffering bipolar disorder couples in Taiwan would be discussed.

FAMILY INTERACTION OF CHILD WITH BULIMIA NERVOSA: SYSTEM LEVEL ANALYSIS

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The purpose of this study was to investigate family interaction of child with bulimia nervosa. While eating disorder is a wild concern issue in Taiwan, most research focus on anorexia nervosa rather than bulimia nervosa. There are four major themes in current research area in Taiwan. First theme is to explore risk factors for eating disorder. Second one is to investigate the process of psychological recovery. The next one is to evaluate the effects of intervention and treatment. Final one is to discuss social influence on women's body image. However, regardless the importance of family relationship for child of eating disorder has been documented in family therapy literature, data were often collected from single family member. Without multiple family members' perspectives, it is difficult to understand eating disorder within relational context. This study employed a narrative inquiry and interviewed two pairs of sisters from two families. Individual participants were interviewed but data were analyzed at both individual level and dyadic level. Finding: The major results are

as follows: 1. Characteristics of family with bulimia nervosa children: (1) Inconsistency of family interaction between within and outside of the family: presenting intimacy images outside of the family but among family members, stress and conflict were avoided. (2) The bulimia nervosa child suffered from dilemma of being independent and being intimated with parents. 2. The impact of bulimia nervosa on family interaction at different family level: (1) Couple subsystem: Spouses relationships were transformed from being distant to being close; (2) Parental subsystem: Parents were more tolerant the bulimia nervosa daughter, and allied with the child who functioned better; (3) Parent-child subsystem: Children were close to their mother and took care of father's emotions; (4) Siblings subsystem: The sister relationships were changed from competing for family resources to being understanding and supportive for each other. Implications for future studies on bulimia nervosa and family therapy would be discussed.

THE CHANGE TENDENCY OF PERSONALITY IN STRESS RESPONSE DURING PERSONALITY RATING

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Reaction Time (RT) is indicative of it is a consciously time voluntary reaction to stimulation sense from giving stimulation to taking place of the reaction. In some performance behaviors, their personality behavior appears in behavior and biological response. In the case of performance as personality rating, it is various behaviors such as thinking your daily life, showing fast response to items, and showing defense reaction, getting lost to Yes/No. And these behaviors may cause some biological reactions. Hypothesis: there is a specific personality traits which becomes a stress factor during of personality rating. In methods, the personality self-rating on the PC was set as three conditions, after that the participants performed questionnaire BIS/BAS (Gray1981) and Big5 personality inventory. During these procedure, we measured HEG, EEG, HR and RT. The salivary amylase values was measured as the stress responses before and after rating by the questionnaire and PC. Non-hierarchical cluster analysis was performed with salivary amylase by k-means method. The participants were 21 university students, 13 males and 8 females. As a result, the following three clusters were obtained.

Cluster-1 (N=6): Amylase before personality rating was high, decreases after rating. Cluster-2 (N =11): Amylase was low and there was no change before and after rating. Cluster-3 (N=4): Amylase before personality rating is low, increase after rating. In the three clusters, questionnaire and HEG were analyzed by 1-way ANOVA. The ANOVA obtained significant differences in the Drive in BIS/BAS ($F(2,20)=2.47, p<.10$), Extraversion ($F(2,20)=5.93, p<.01$) and Agreeableness($F(2,20)= 2.20, p<.10$) in Big5. Moreover, a significant difference was observed in the variation rate of RT at PC condition rating ($F(2,20)=2.37, p<.10$). This result showed that Extraversion, Agreeableness and Drive in BIS/BAS, influence biological reactions of the RT due to stress reaction at the time of personality rating. In addition, traits show individual differences in the RT and the HEG. However, because of were few participants in this experiment, there were some traits which has differences that did not lead to a significant. Nonetheless, depending on certain personality traits, it was suggested that it becomes a stress factor when conducting personality ratings.

THE CLASSIFICATION OF PARTICIPANTS BASED ON REACTION TIME INCREASE-DECREASE RATE MODEL ON THE PERSONALITY TRAITS WORD

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The reaction time (RT) is the psychological index and indicator of performance that showed the amount and complexity of psychological processing. However, since RT has a certain tendency within individuals depending on the tasks, its variation rate becomes an indicator of individuals. It is difficult to extract individual differences using simple RT. Therefore, we focused on the individual difference in RT by the Dondels's subtraction method was extended to the Sternberg's addition method based on the simple RT of each individual. And the RT increase-decrease rate (sRT) was obtained by the following formula. $sRT = (RT - mRT) / mRT$. (mRT is an average within participants for each personality trait words of simple RT.) That was the increase-decrease model as an index representing variation with respect to the same stimulus word in the subject. We investigated whether individual personality traits could be classified by sRT. The stimulus word for RT measurement was each four words of five factors from the Big-Five personality inventory, the total was $20 = 5 \times 4$. This experiment consisted of two

sessions. In Session 1 was simple matching of audio and visual presentation, in which each traits word 12 trials were performed, total was $240 = 20 \times 12$. In session 2 reacted whether the trait word matches participant's personality with the Yes key and the No key, in which each traits word 12 trials were performed, total was $200 = 20 \times 10$. The sRT of 20 traits words in session 2 was calculated for based on each average of RT within participant for 20 traits words in Session 1. The participants were 21 university students, 13 males and 8 females. Those 21 participants were classified by hierarchical cluster analysis based on Ward method using sRT obtained from 20 traits words. The index of the distance between the participants was the squared Euclidean distance. As a result, participants were classified into two major clusters. The significant differences were observed in conscientiousness ($t(19) = 1.97, p < .05$), and in saliva amylase after the task ($t(19) = 2.33, p < .05$). Those who seriously performed on the task showed a stable tendency with little stress response even after the completion of the task.

FROM FAMILY TO WORKPLACE : HOW THE ADULT ATTACHMENT STYLES AFFECT LEADER-SUBORDINATE RELATIONAL IDENTITY?

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The demands of successful leader-subordinate relationship in organizations had increased due to technological advances and global economic changes in today's work environments (Gilley, McMillan, & Gilley, 2009), which was an important suggestion that the effectiveness of organizational functioning depends on the effectiveness of these relationships. So the issue of how relational identity of leader-subordinate relationship affects behavior of both parties is getting more and more attentions in recent years. Tsai, Cheng, & Chou (2015) took perspective of social cognitive schema with special focus on the cognition structure and category content of the vertical leader-subordinate relationship. They adopted viewpoint of social cognitive schema to define "relational dyadic role" and by using the two dimensions of "equal/unequal" and "close/distant", the contents of the leader-subordinate relational identity (LSRI) could be classified into four categories: communal affection relationship (equal and close), instrumental exchange relationship (equal but distant), care-repay relationship (unequal but close), and authority-obedience relationship (unequal and distant). They constructed a model of leader-subordinate relational identity. The

present study thus chose communal affection relationship (CARI) and care-repay relationship (CRRI) proposes to probe this critical issue. First, the study will explore how the adult attachment styles effect the CARI and CRRI. Second, it will explore if the relationship between the adult attachment styles and CARI/CRRI is mediated by stimulus generalization. Its purpose was to understand why the adult attachment styles with parents can transfer to leaders with the perspective of pan-familism. To clarify the relationship between family and the workplace of the two fields. Using 166 employees as sample in Taiwan, the results of regression analysis showed: The secure attachment was positively associated with CARI; the avoidant attachment was negatively associated with CARI and CRRI; the anxious attachment was positively associated with CARI and CRRI. The results of bootstrap method analysis showed: Stimulus generalization plays the full mediator role for the prediction from the secure attachment to CARI and CRRI. The finding supported the LSRI model and pan-familism theory. Theoretical and practical implications for organizations and for the model of LSRI and attachment theory were discussed.

ON THE IMPORTANCE OF UNDERSTANDING AND CONTROLLING PUBLISHING BIAS: A PRISMA SYSTEMATIC REVIEW AND META-ANALYSIS OF RANDOMIZED TRIALS

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The conclusion of several reviews of meta-analytic evidence is that well-developed psychological treatments generally have significant positive effects on the outcome variables. However, several intervention studies show methodological limitations. In addition one could assume a strong publication bias in the field. The aim of this systematic review is to systematically identify and synthesize relevant studies to answer specific clinical questions about the efficacy and replicability of psychological treatment and the influence of publishing bias and a way to control them. Publication bias has been a topic of much discussion in the last decade. Preferably publishing papers with significant results leads to the false assumption that a certain treatment or method is more effective than it actually is, but realizing this can be hard if the unpublished results are not available. The present review followed the preferred items for systematic review and meta-analysis (PRISMA) Checklist 2009. We researched Papers from January 2014-September 2018 using the following databases: PsycInfo, PsyARTICLES, PsycNET, PubMed,

Google Scholar. With a PRISMA aided search through PubMed and Ebscohost, 17 papers show that the problem of publication bias in the field of psychology have been found and reviewed. Findings: 7 published papers are meta-analysis, reviews and trials to show that publication bias actually is a problem in the field of psychological research, ten studies provide possible solutions. Including the Bayesian method, beta-weight density models, reading of p-curves, individual mathematical approaches to diminish publication bias in studies with problematic sample sizes, and an experimental approach of blinding the peer-reviewers to the results of the studies. In conclusion, the results of our review show that publication bias is a problem that still needs a solution everybody can apply and agree on. The present results suggest that it is necessary to understand and control publishing bias. Publication bias in clinical trials has a direct impact on patients' and populations' health and there are a number of steps that may be taken to identify and reduce the risk of publication bias. Additional implications and benefits for research and clinical practice are discussed.

EMOTIONAL REGULATION OF PROFESSIONAL SUCCESS FOR SOCIONOMICAL AND SOCIOTECHNICAL REPRESENTATIVES

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The focus of this study is the role of emotional processes as regulators of professional activity. We used B&B theory (Fredrickson, 2001), three dimensional model of work engagement (Schaufeli&Bakker, 2004) and JD-R model (Demerouti et. al. 2001, Schaufeli&Bakker, 2004), the concept of emotional orientation of a person (EO) (Dodonov, 1978) as theoretical basics of research. The sample group was composed by representatives of socionomical (N=338) (doctors, teachers, managers) and sociotechnical (N=162) (power engineering specialists, programmers) jobs. To gather empirical data a methodic complex was worked out aimed at diagnostics of emotional sphere, personal characteristics, indices of professional activity positive phenomena and burnout. The novelty of the approach presented in the study lies in the diagnostics of a complex element: emotion related to personal value and experienced in the certain context- professional activity. Cluster analysis revealed profiles of EO typical for successful and unsuccessful performance of socionomical and sociotechnical jobs' representatives. We conclude that workers' EO can be seen as an universal personal source of resistance to burnout regardless of profession. An emotionally motivational functional block was singled out for sociotechnical workers. It includes

EO with motives of professional activity and temperamental characteristics. As a stable element, it actively regulates professional activity increasing successfulness and satisfaction and at the same time decreasing burnout. For socionomical jobs' representatives there were singled out positive correlations between emotional orientation, emotional intellect, intrinsic motivation, work engagement, satisfaction job and successful professional activity self-esteem, negative correlations were tied with indices of burnout. We used discriminant analysis to distinguish four empirical types for this group of specialists, which differ in indices of the emotional sphere and positive phenomenon of professional activity. Results achieved by structural modeling allow us to speak of altruistic EO and "personal understanding emotions" emotional intellect index as vitality and professional activity successfulness predictors. The results of the study revealed the mechanism for keeping intrinsic motivation and work engagement at high level by means of emotional regulation. The role of emotion regulation in increasing subjective professional successfulness, precautions, corrections and decreasing burnout for sample groups is defined.

POWER OF IMAGINATION: A SHORT-INTERVENTION TO REDUCE EXPLICIT AND IMPLICIT STIGMA ABOUT DEPRESSION WITH IMAGINED SCENARIO

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Evidence suggests that stigma is cause of concern for people with depression (McNair et al, 2002). There have been many studies of stigma associated with mental disorders. Only a few focused on the possibility of reducing stigmatization of depressed people. This study extends previously conducted research by testing the contact hypothesis (Pettigrew & Tropp, 2006) using imagined contact intervention (Miles & Crisp, 2014) to reduce depression stigma. It has been shown that, imagining a positive interaction with an outgroup member can improve physiological reactions and behaviors towards outgroup members, intergroup tolerance and reduce the explicit but also implicit attitudes (Crisp & Turner, 2009). Imagined contact appears to be a simple strategy to reduce prejudice. Only one study tested the effects of imagined contact on depression stigma (Na & Chasteen, 2016) and to our knowledge, none tested this procedure to reduce implicit prejudice about depression. An explicit change in attitudes might not translate into implicit attitudes and all effects about other outgroups may not necessarily impact the major depression stigma. Research is needed to examine whether imagined contact can reduce prejudice towards depression on explicit and

implicit attitudes. We predicted that a 5-minutes imagined contact intervention could reduce explicit and implicit prejudice towards people with depression. We adapted an imagined contact intervention (West, Holmes, & Hewstone, 2011). We asked the participants (N = 62) to imagine a positive interaction with depressed (imagined contact condition) or non-depressed person (control condition). Explicit measures (Wright, Aron, McLaughlin-Volpe & Ropp, 1997) and implicit semantic priming subliminal test (Spruyt, Gast, & Moors, 2014) were completed before and after the imagined task. Participants filled a visualization abilities questionnaire (Marks, 1973) at the beginning. Negative attitudes towards depression were less negative amongst the group who imagined interacting with depressed person versus the control group, independently of the initial measures, on explicit and implicit attitudes. Visualization abilities did not moderate these effects. Imagined contact can reduce explicit and implicit prejudice towards depression. These findings have important practical implications to reduce prejudice, when people have little opportunity for real contacts or amongst social groups with a long history of conflict.

THE RELATIONSHIP BETWEEN CONSCIOUS SELF-REGULATION AND SUBJECTIVE WELL-BEING OF SCHOOLCHILDREN: A LONGITUDINAL CROSS-LAGGED ANALYSIS

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Recent studies show the importance of self-regulation in providing a person's subjective well-being (SWB) (Elliot, et al., 2011; Hofer, et al., 2011). However, there is not enough data on the dynamics of this relationship across time and self-regulation significance in predicting the optimal level of students' SWB. Present study tried to explore the longitudinal relationship between self-regulation and SWB. We assumed that conscious self-regulation plays a significant role in predicting the pupils' SWB during their transition from primary to secondary school. Two-wave longitudinal panel design was used to obtain the data on the pupils' self-regulation and SWB. T1 data were collected on a sample of 4th grade pupils (N=156), T2 data were collected 7 months later, when they moved to grade 5 (N=188). In Russia, grade 4 is the end of elementary school and grade 5 is the beginning of the secondary level. 118 pupils (46% boys, 54% girls) completed T1 and T2 questionnaires. The average participants' age was 10.31 years (SD = 0.47) at Time 1 and 10.81 years (SD = 0.42) at Time 2. Morosanova's Self-Regulation Profile Questionnaire – Junior (Morosanova, Bondarenko, 2015) consists of 7 self-assessment

scales: Planning goals, Modeling significant conditions, Programming activity, Evaluating results, Flexibility, Independence, and Responsibility. SR general level is estimated by summing up the scores. Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner, 2001, Russian adaptation by Gordeeva, Osin, 2007) was used to assess satisfaction of schoolchildren in important life domains, including family, school, self. We used AMOS 4 with maximum likelihood estimation to test and compare a series of nested cross-lagged panel models. The cross-lagged pathway from Self-Regulation at T1 to Subjective Well-being at T2 was significant. The fit statistics for this model: $\chi^2(14) = 14.69$, $df = 22$, $GFI = .97$, $CFI = 1.00$, $RMSEA = .00$, $PCLOSE=0.97$. Thus, the cross-lagged path modeling analyses demonstrated that pupils' self-regulation features are a significant factor in predicting the level of their subjective well-being. Higher development of regulatory abilities of the 4th grade pupils predicts their subjective well-being in grade 5. The reported study was funded by RFBR, research project № 17-36-00037

GOOD ONLINE PRACTICES TO COMBAT BULLYING

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As part of a project titled "Psychology in support of children's and adolescents rights" implemented by the Lombard Board of Psychologists, a study has been carried out on bullying and cyber bullying in collaboration with the Casa Pediatrica, a paediatric service run by the Fatebenefratelli Sacco hospital, the first hospital in Italy that offers a full service to both victims and bullies. The research aims at providing an overall picture of the perception Italian minors have nowadays with regard to the extent of bullying and cyber bullying in schools and on social networking sites. The sample examined was recruited from among the 1200 minors residing in Lombardy who have requested help from the Paediatric Services. 312 questionnaires were distributed to the sample, consisting of 155 respondents aged between 6 and 10 years (49.7% females, 50.3% males) and 157 respondents aged 14-18 (48.4% females and 51.6% males). The data were collected personally by three researchers in the form of a structured questionnaire, requiring open-ended answers.

49.7% of the children say they have witnessed "others engaged in acts of bullying" and 36.1% state that they "have been bullied themselves"; only 13.5% admits to "having bullied others". 36.8% of respondents also declare that they "own a Smartphone". 31% of the children making up the sample state that they have received "verbal abuse, insults, mockery, threats, extortion or inappropriate proposals on social networking sites". As far as adolescents are concerned, 84.1% of the sample say they own a Smartphone. 46.5% of adolescents declare that they have witnessed "acts of bullying by others", 35.7% say they have "been bullied" themselves. Only 17.8% of the sample admit to "having been a bully". So, on an overall basis, 60% of the minors questioned declare that there have been episodes of bullying in their schools. 47.7% of the children and 57.3% of the adolescents report having received verbal abuse, insults, threats, mockery, extortion or inappropriate proposals on social networking sites. The percentage of cyber bullying victims is higher among girls in both age groups.

IDENTIFICATION OF THREE-DIMENSIONAL MOLECULES BY EXPERTS AND STUDENTS IN CHEMISTRY AREA

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The research was aimed to identify the features of solving representative tasks at different levels of professional experience. In this study, we compared eye movement characteristics of experts against students in chemistry area while solving chemical test tasks. Participants in the study were 42 chemists with two different levels of professional experience: 21 chemistry experts, 21 students. The stimulus was an image of molecules on the left side of the screen and the answers on the right side of the screen. Participants had to identify the molecule and click on the answer they consider correct. Two types of tasks were designed: the first type included the answers in the form of chemical formulas, the second – in the form of verbal designation. 32 test tasks were developed. Time was unlimited. Stimuli were presented on a 23-inch screen with a 1920x1080 pixel resolution, using the software SMI Experiment Center. The eye movement data were recorded with an SMI iViewX Hi-Speed 1250 tracker with head support. Students were significantly faster in solving tasks if the answers were formula-presented. For experts there are no differences in time of finding

the right answer among formulas or among verbal designations. Two areas of interest (AOI) were selected: the first AOI – a graphic representation of the molecule, the second AOI – answers. Significant differences between groups in both AOI were found: students had longer average fixations on AOI «answers», experts – on AOI «molecule's image». It was also found that students' gaze was significantly longer in the AOI «answers», the gaze of experts – in the AOI «molecule's image». Significant differences in revisits were found: students made more returns in each of the AOIs. Two different strategies for solving chemical tasks were discovered. Experts identifying molecule, recognize what substance is that, and then look for its designation in the list of answers. They spend more time on area of molecule's image. Students prefer repeatedly compare the molecule with the designations presented, they spend more time on answers-area. Apparently, for students, area of answers had more information than molecule's image. The study was sponsored by the RFBR research grant №18-013-01240.

RELATIONS OF INFORMATION PROCESSING SPEED TO INTELLIGENCE AND PERSONALITY CHARACTERISTICS IN HIGH ABILITY SCHOOL STUDENTS

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The literature regarding speed of information processing in relations to cognitive and non-cognitive characteristics in high ability children is limited and inconsistent. Our study aimed to examine the interrelations of information processing speed to intelligence, creativity, self-concept, and emotional peculiarities in secondary school children with average and high intellectual abilities. A total 120 students (equally boys and girls) were investigated two times: in grades 9 (14-16 years) and 11 (16-18 years). They were divided into two groups. The control group included 60 ordinary (unselected) students, and the gifted group included 60 students preliminary selected according to the teachers' ratings and testing of abilities (the top ten percent). We used the following methods: the Number-Connection-Test by Oswald; the Cognitive Ability tests (verbal, mathematical, nonverbal, and general abilities); the Tests of Creativity "Unusual Uses"; the Questionnaires on Anxiety and Self-concept; learning achievements. The results showed a significant growth of the speed processing with

age in both student groups, but at the same time, the gifted students significantly exceeded the control group students on these variables both in the grades 9 and 11. The correlation analysis demonstrated high stability of processing speed and its significant positive interrelations to mathematical, nonverbal, and general intellectual abilities. The correlations of processing speed with variables of verbal abilities, academic self-concept, and achievement were lower but also meaningful. In contrast, the significant correlations between processing speed and the manifestations of anxiety were low and negative. The results of analyses of variance (ANOVAs) showed the influence of the level of information processing speed on the mathematical, nonverbal, and general intellectual abilities both in grades 9 and 11. We did not observe gender differences in speed of information processing at these ages. Overall, the findings support the usefulness of the measure of information processing speed as one of the components in identifying of the intellectually gifted secondary students.

IDENTIFYING CULTURAL MARKERS ON GERMAN AND CHINESE E-COMMERCE WEBSITES

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During the last decades the World Wide Web became one of the most popular instruments of communication, advertising and leisure activities. Websites can be seen and used by people from different cultural backgrounds. Therefore, the interface should be constructed appropriate to the cultural target groups and their preferences in order to facilitate usability and to enhance trust, satisfaction and E-loyalty among different users (Cyr, Kindra & Dash, 2008). This process is called localisation, and is built on cultural markers. Based on the work of Cyr and Trevor Smith (2004), this study suggests a method to find and evaluate these cultural markers and to test this method by comparing German and Chinese shopping websites. Considered design elements include language, layout, symbols, content and structure, navigation, multimedia and colours. Different characteristics of these elements have been operationalized in order to compare 50 German and 50 Chinese shopping websites more easily. Links to these websites will be randomly selected from different web archives and rankings of shopping websites. Expectations about the resulting differences derive from Hofstede's (1980) investigations on cultural

dimensions, Hall's (1990) high/low-context dimensions and previous research in the area of localisation and website design (e.g. Cyr & Trevor-Smith, 2004). The survey instrument and the corresponding manual were repeatedly tested and improved, to guarantee a high level of understanding and objectivity. The aim is to enable people to use this survey in order to compare typical website patterns from different countries. Parts of this comparison will be automatized through a cooperation with an institute of computer science. As a result, evaluation of different markers is expected to become far easier and more efficient. This will allow cultural psychology and usability research a deeper insight into existing cultural website differences. References: Cyr, D., Kindra, G. S., & Dash, S. (2008). Web site design, trust, satisfaction and e-loyalty: The Indian experience. *Online Information Review*, 32(6), 773–790. Cyr, D., & Trevor-Smith, H. (2004). Localization of Web design. *Journal of the American Society for Information Science and Technology*, 55(13), 1199–1208. Hofstede, G. (1980). Culture and Organizations. *International Studies of Management & Organization*, 10(4), 15–41.

WORLD CULTURAL HERITAGE AS A STARTING POINT FOR SUSTAINABLE EDUCATION

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For a long time culture was the “invisible dimension” in the field of sustainability (Sorgo, 2011). However, culture provides opportunity to debate, critically reflect and stimulate how we think, believe, and behave. Moreover, culture creates a surrounding where values and attitudes can be developed, changed, questioned or expanded, which may in turn affect our understanding of the past, the present and the future. Under these premises, culture and cultural education significantly contributes to our efforts to create a society that values sustainability and acts according to this principle. To reach this goal we have to think about how cultural information and processes can and should be taught in different educational systems. This project tries to fill this gap by investigating the interests, values and conceptions of young people concerning world cultural heritage. Based on the results of a previous, explorative and qualitative part of our project, we created a teaching unit. This unit entails material-based discussions, individual tasks and group work. The structure follows the model of value creation by Meyer (2014). It is used to design the main topics: expectations about characteristics, criteria of UNESCO, the red list and local and international consequences of destruction of

heritage sites. We examined different dimensions of interest, knowledge and attitudes towards world cultural heritage at three different measurement points. These measures and the teaching unit were conducted in 8 classes ranging from 9th to 11th grade from different urban comprehensive schools. First results show that students know very little about world cultural heritage, but display a lot of interest. This project offers ways to integrate and evaluate the subject of “culture” in the education system. The unit offers a framework for teachers and other professionals that can be flexibly used in different school subjects. Furthermore, the collected qualitative and quantitative data will provide a profound understanding of the examined knowledge and attitudes of students towards cultural heritage. References Meyer, C. (2014): Kulturbewusstsein als Schlüsselkonzept für (geographische) Bildung. In: Meyer, C. (Hrsg.): Kulturbewusstsein als Schlüsselkonzept für Bildung und Identität. Frankfurt: Peter Lang. Sorgo, G. (2011): Die Unsichtbare Dimension. In: Sorgo, G. (Hrsg.): Die unsichtbare Dimension. Bildung für nachhaltige Entwicklung im kulturellen Prozess. Wien: FORUM Umweltbildung.

COMPARING PERCEPTION OF 3D MIRROR AND 3D ROTATIONAL SYMMETRY

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The visual system is sensitive to both 2D mirror- and 2D rotational-symmetry. It has been shown that the human visual system is also sensitive to 3D mirror-symmetry and 3D mirror-symmetry is a critical a priori constraint for perceiving a 3D shape of an object veridically (Pizlo, Sawada, Li, & Steinman, 2014). These effects of 3D mirror-symmetry can be explained by geometrical properties of 3D mirror-symmetry. Note that 3D rotational-symmetry also has geometrical properties similar to those of 3D mirror-symmetry (Sawada & Zaidi, 2018). We studied perception of 3D mirror- and 3D rotational-symmetry from single 2D images in a psychophysical experiment. Human performance in discrimination of 3D symmetric pairs of contours from 3D asymmetric pairs of contours was tested using the method of signal detection. The performance for detecting 3D mirror- and 3D rotational-symmetry was tested in separate blocks. The 3D asymmetric pairs of contours were generated by adding 3 levels of distortion to the 3D symmetric pairs of contours. The

experiment consisted of 6 blocks (2 types of 3D symmetry x 3 levels of the distortion) and each block consisted of 2 sets of 100 trials (3D symmetric and 3D asymmetric pairs of contours). The performance was evaluated by the discriminability measure d' in each block. Four participants, including the two authors, participated the experiment. The results of this experiment show that human performance in the discrimination was reliable only with the 3D mirror-symmetric pairs of contours ($d' = 0.9$) but was almost at chance level with the 3D rotational-symmetric pairs of contours ($d' = 0.1$). The performance becomes better with higher levels of the distortion ($F(2,18) = 4.807, p = 0.02$). We found a significant difference of discrimination performance between the two types of 3D symmetry ($F(1,18) = 14.597, p = 0.001$). This result suggests that the visual system processes these two types of symmetry very differently while they have similar geometrical properties.

FAMILY IMAGE DEPENDING ON DRAW-YOUR-FAMILY-AS-AN-ANIMAL TEST

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The Draw-Your-Family-as-an-Animal Test (DFA) is one of the drawing tests in which the individual is instructed to draw his/her family as an animal. We administered the DFA and the Specific Adjectives Scale for impression-evaluation to 90 Japanese students, to investigate their images of their selves, father, and mother. The results indicated that (1) animals representing the self included cats, rabbits, dogs, and squirrels drawn most often by female students, and cats, turtles, and dogs drawn most often by male students. Dogs, lions, elephants, and bears were drawn most often as animals representing the father, whereas cats, dogs, lions, and birds were drawn most often as animals representing the mother. (2) The cases where the animal representing the self coincided with their favorite animal were 31.3%, and those coinciding with a hated animal were 2.2%, and in such cases the animals were not drawn facing the front. (3) Factor analysis showed that the Specific Adjectives Scale yielded three factors: extroversion, agreeableness, and

conscientiousness. The impressions about mother were the most positive with high scores on the three factors, and the impressions about self were the most negative with low scores on the three factors. Moreover, negative impressions of the self, father, and mother occurred when cats were frequently drawn as the representative animal, and positive impressions of father and mother occurred when lions were frequently drawn as the representative animal. The results suggested that cats were the most often drawn animal representing self and mother, and that students who had negative impressions about self, father, and mother depicted cats as the representative animal. For these students, the most negative impressions reported were about the self and the least negative impressions were about their mother. These results will be valuable DFA data for use in clinical situations. Further cross-cultural comparison with Malaysian samples will be conducted in order to understand the DFA internationally.

COMPARISON BETWEEN JAPANESE AND KOREAN COLLEGE STUDENTS REGARDING HIERARCHICAL RELATIONSHIPS

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Upon entering college, students have a greater chance of sharing a grade-level with other students younger and elder than themselves. Such age differences have the potential to greatly influence students' level of interaction. Moreover, hierarchical factors, such as differences in age and social status, are especially likely to be considered by people in Korea during social interaction. For this reason, it is expected that differences would be found between Japanese and Korean college students regarding the influence of hierarchical factors on relationship formation. In the environment of a school where the grade that becomes the standard of the hierarchical relation is decided, the consciousness of the hierarchical relationship will become strong. It is also assumed that the level of involvement between students would change depending on the circumstance in which they meet. In this paper, questionnaire surveys focusing on both ideal and actual situations of student interaction were administered to a sample population of Japanese and Korean

college students to identify how setting and hierarchical factors may affect relationship formation among students of different ages who are in the same grade-level. The findings comprised three distinct cases, (1) on-campus relationships with elder students from the same university, (2) off-campus relationships with elder students from the same university, (3) off-campus relationships with elder students from another university. In each of these three cases, the responses of the Korean students significantly differed from those of the Japanese students for all question items. The Korean respondents had higher scores than the Japanese respondents, suggesting that Korean college students are more motivated to be equality relationship and give less importance to hierarchical factors, such as age differences, than Japanese college students. Within the university environment in Korea, it is possible that the way students think about relationships with people of or near their same age differs from the conventional one.

THE ROLE OF EMOTIONAL/PHYSICAL ABUSE AND PARENTAL STYLES ON EMOTIONAL INTELLIGENCE IN A MIDDLE CHILDHOOD SAMPLE

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Salovey and Mayer (1990) described emotional intelligence as the attend to, ability to, understand and regulate emotions to lead thought and behavior. Model of Emotional Intelligence (Mayer and Salovey, 1997) includes four different mental skills; perception of emotion, use of emotion to simplify thought, understanding of emotion and management of emotion. Studying emotional intelligence in middle childhood can be particularly important because it was consistently stated that a few dimensions of emotional functioning such as the skills to perceive, express and regulate emotions and to sympathize and empathize influence children's competence in social settings (Hubbard & Coie, 1994; Mavroveli, Petrides, Sangareau & Furnham, 2009). On the other hand abusive environments were especially found to be harmful in the development of emotion perception, understanding and regulation of emotions (Maughan & Cicchetti, 2002; Pollak, Cicchetti, Hornung, & Reed, 2000; Shipman & Zeman, 1999). Relatedly efficient/inefficient parenting is important for intellectual, physical, social and emotional development of children (Phillips, Connors & Curtner-Smith, 2017). Also self-esteem as an indicator of psychological well-

being was found to be associated with higher emotional intelligence (Ciarrochi, Chan, & Bajgar, 2001; Ciarrochi, Chan, & Caputi, 2000; Dong, Urista, & Gundrum, 2008). Based on this theoretical background we hypothesized that perceived physical/emotional abuse and neglect, and perceived authoritarian parenting style would be related with lower emotional intelligence while self-esteem and perceived authoritative parenting style would be related with higher emotional intelligence. A total of 250 students were recruited from eleven public primary schools of Northern Cyprus. All measurement tools were reliable with Cronbach Alphas between .72 and .91. A hierarchical regression analysis with four steps was conducted. In the first step age, gender and the education of parents was entered as control variables. Self-esteem, parental styles and physical/emotional abuse and neglect was entered in the following steps respectively. The findings indicated that self-esteem ($\beta = .164$, $p < .05$), authoritarian parenting ($\beta = -.208$, $p = .006$) and emotional abuse ($\beta = -.195$, $p < .01$) predicted emotional intelligence. These findings imply that harsh parenting with abuse of emotions is a threat for a positive emotional development while self-esteem still seems to be a protective factor.

PSYCHOLOGICAL AND SOCIOCULTURAL ADJUSTMENT OF YOUNG NATIVES AND SECOND-GENERATION IMMIGRANTS IN SPAIN

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Europe has become one of the main destinations for immigrants from different parts of the world, but the studies about psychological and sociocultural adjustment of young immigrants living in European countries are still scarce and their results are inconsistent. Some studies show that immigrants have a worse adjustment (psychological or sociocultural) than natives, while others studies found opposite results or no differences between both groups. Because, second-generation immigrants have spent the most important years of their development exposed to two different cultures and negotiating between two different identities, this study aims to compare the psychological and sociocultural adjustment of these youth living in Spain with the adjustment of young natives. The study is framed in I+D+i National Project Prejudiced attitudes, acculturation process and adjustment of immigrant and native adolescents founded by the Spanish Ministry of Economy, Industry and Competitiveness (PSI2016-80123-P). The sample consists of 1651 students ($M = 14.99$; $SD = 1.42$), of which 1114 were native and 537 were immigrants of second-generation from three ethno-cultural groups in Spain (286 Moroccans,

152 Ecuadorians and 99 Romanians). Participants filled out a self-report questionnaire regarding their life satisfaction (an indicator of psychological adjustment), their school adjustment (an indicator of sociocultural adjustment) and their socioeconomic status. A two one-way ANCOVA using the two indicators of adjustment as dependent variables (and socioeconomic status and age using as covariates) was conducted. Results show that there are not statistically significant differences between natives and Moroccans, and natives and Romanians in life satisfaction, but these differences appear in school adjustment. Young natives have a worse school adjustment than the other groups mentioned. Regarding the comparison between natives and young Ecuadorians, statistically significant differences were not found in none of the two indicators. We could conclude that second-generation immigrants do not seem to have a worse adjustment (psychological or sociocultural) than their native peers. In fact, depending of the ethno-cultural origin, some second-generation immigrants (Moroccans and Romanians) show a better sociocultural adjustment than natives.

FAMILY'S INFLUENCE ON THE ACCULTURATION PROCESS OF MOROCCAN ADOLESCENTS IN SPAIN

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Acculturation is a very complex process that is influenced by numerous variables. Several studies have found that family variables such as perceived social support from family, familial ethnic socialization, and parent-adolescent communication have a significant impact on the process of acculturation of different ethno-cultural minority groups. The aim of this study was to analyze the relationship of these family variables with the acculturation variables in Moroccan adolescents in Spain. The study is framed in I+D+i National Project Prejudicial attitudes, acculturation process and adaptation of immigrant and native adolescents founded by the Spanish Ministry of Economy, Industry and Competitiveness (PSI2016-80123-P). Three hundred and fifty eight Moroccan adolescents (58.7% female), ranging in age from 12 to 19 years ($M = 15.16$; $SD = 1.36$), were selected by incidental sampling in 17 Spanish public high schools. They completed a questionnaire that included sociodemographic variables, measures of perceived family support, family ethnic socialization, parent-adolescent communication, and indicators of acculturation perceptions and preferences (maintenance and adoption) according to the Relative Acculturation Extended

Model (RAEM; Navas et al., 2005; Navas & Rojas, 2010). The Pearson coefficients correlations show that Moroccan adolescents that prefer to maintain and perceive to maintain their culture of origin have higher perceived family support, higher family ethnic socialization, and better communication with their parents than those who do not prefer to maintain and do not perceive maintain their culture of origin. The mediation analyses indicate that family ethnic socialization and mother-adolescent communication mediate the relationships between perceived family support and maintenance perceptions and preferences. Finally, the Pearson coefficients correlations show that adoption perceptions and preferences (Moroccan adolescents that prefer to adopt and perceive to adopt the host culture) are significantly positively correlated with perceived family support, and adoption perceptions are significantly positively correlated with parent-adolescent communication, but these correlations are small. It is concluded that family variables have a stronger impact on the maintenance of the culture of origin (home culture) than on the adoption of the host culture in Moroccan adolescents living in Spain.

THE CONTRIBUTION OF INDIVIDUAL PSYCHOLOGICAL FEATURES TO THE DETERMINATION OF THE PHENOMENON OF WORK ALIENATION IN THE “PERSON – PERSON” PROFESSIONS TYPE

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Work alienation is a subjectively experienced state associated with the destruction of interpersonal communications, expressed in the perception by employees of powerlessness, meaninglessness, self-estrangement. Specialists have found links between work alienation and decreased work efficiency, increased alcoholism and destructive behaviors (Chiaburu et al., 2014), which indicates the high importance of this problem. Meanwhile, the question of psychological predictors of construct was studied fragmentary and inconsistently (especially in the Russian-language sample). In our study, we tried to identify the connection of work alienation with certain personal characteristics of employees. Based on the Self-Determination-Theory (Deci & Ryan, 2000), we assumed that the intensity of the phenomenon is determined by the level of satisfaction of basic psychological needs at work. Using the questionnaire method, 92 employees of the “person -person” professions type were surveyed. Work alienation was measured by “Questionnaire of work alienation – concrete job” (Aigner et al., 2015); adapted by Vinokurov and Kozhina. Personal characteristics were studied using the

Freiburger Persönlichkeitsinventar (FPI) in adaptation of Krylov and Ronginskaya (2000). The scale of satisfaction of basic psychological needs at work was also applied (Osin, 2009). The results of the study showed a moderate association between work alienation and such personal characteristics as depression ($0.437, p < 0.001$), shyness ($r = 0.373, p < 0.001$), introversion ($r = 0.346, p < 0.001$), emotional lability ($r = 0.382, p < 0.001$), reactive aggressiveness ($r = 0.325, p < 0.001$), sociability ($r = -0.428, p < 0.001$). The results of the regression analysis confirmed the influence effect of satisfaction of basic psychological needs at work on work alienation: the need for autonomy ($R^2 = 0.289, p < 0.001$), the need for competence ($R^2 = 0.296, p < 0.001$), the need for relatedness ($R^2 = 0.311, p < 0.001$). The study proved that work alienation is a relatively flexible construct for changes in the workplace that relate to autonomy, competence and social relations. The results of the research can be used as an empirical justification of the model of the phenomenon and in the development of a differentiated approach to the prevention and intervention of work alienation, depending on the personality characteristics of employees.

PRELIMINARY STUDY OF THE PSYCHOMETRIC PROPERTIES OF THE MARIJUANA CRAVING QUESTIONNAIRE SHORT FORM (MCQ-12)

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Changes proposed to the substance use disorders (SUD) in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5) (American Psychiatric Association, 2014) include the addition of craving as a new criterion. Craving, defined as the intense desire or desire to re-experience the effects of a substance, plays a relevant role in both the maintenance of dependence and in relapse in substance users (Reske, and Paulus, 2008, Marhe et al., 2013, Charles et al., 2015). The varied conceptualizations of craving (Heishman et al., 2001) have yielded inconsistent approaches to measurement. Most of the studies carried out in the field of addictions use single-items questions for the evaluation of craving, showing these measures limitations in the multidimensional evaluation of craving. The Marijuana Craving Questionnaire (Heishman, Singleton, & Liguori, 2001) is the first instrument developed to evaluate the different components of craving in marijuana users. Both the original version of 47 items and the MCQ Short Form (Heishman et al., 2009) with 12 items, have shown good psychometric results. This paper presents the

preliminary results of the adaptation to Spanish of the MCQ-12. Methods: 87 patients in treatment for cannabis use disorder were recruited from the Provincial Drug Dependency Service of Huelva and three Therapeutic Communities of Huelva and Seville (Spain). The MCQ-12 was administered, in addition to the Visual Analog Scale of perceived craving (EVA) and the Substance Dependency Severity Scale (SDSS). The ítem-scale correlations ranged between .43 and .78. Internal consistency, estimated from Cronbach's alpha, for each factor was: Compulsivity (alpha = .62), Emotionality (alpha = .70), Expentancy (alpha = .72) and Purposefulness (alpha = .66). In terms of evidence based on the relationship with other variables, the MCQ-12 correlates positively with the EVA scale ($r = .50$ $p < .001$) and with the SDSS ($r = .34$ $p = .006$). These preliminary results show that the adaptation to Spanish of the MCQ-12 presents an adequate internal consistency, with results similar to those obtained in the English version (Heishman et al., 2009). Association with related constructs provide convergent validity evidences of the instrument.

RELIABILITY AND VALIDITY OF THE INVENTORY OF DEPRESSION AND ANXIETY SYMPTOMS II (IDAS-II) IN A SPANISH STUDENTS' SAMPLE: PRELIMINARY RESULTS

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Emotional disorders (e.g. depression and anxiety), characterized by a marked affective alteration (Watson, Clark and Stasik, 2011), are a problem of high social, clinical and care relevance. For some authors, the categorical diagnostic approaches (including DSM and CIE taxonomies) used to date may be contributing to overestimate the high rates of comorbidity between disorders (Dell'Osso and Pini, 2012; Krueger and Markon, 2011). New dimensional models such as the Hierarchical Taxonomy of Psychopathology (HiTOP; Kotov et al., 2017) provides a classification based on quantitative dimensions with a hierarchical structure. Authors proposing this model, recommend several assessment instruments for continue research on internalizing disorders, according to this new approach. Among these instruments, the Inventory of Depression and Anxiety Symptoms (IDAS, Watson et al., 2007), and the extended version IDAS-II (Watson et al., 2012) have shown both good psychometric results and useful information provided to extend research in this field. The aim of this study is to assess the psychometrics properties of the Spanish version

of the Inventory of Depression and Anxiety Symptoms II in a Spanish students' sample. A total of 513 college students (94 men, 419 women) completed the Spanish version of the IDAS-II and other measures that assesses the same constructs (BDI, HCL-32, OCI-R and PTSD). Internal consistency and convergence validity was studied on the whole sample. 1 week retest reliability was studied on a subgroup of 101 students. The Spanish version of the IDAS-II was found to have adequate internal consistency. Cronbach's alpha ranged between .71 y .91, except for the scale of traumatic intrusions whose internal consistency was .64. Short term stability of scales showed correlations ranged .47 (appetite loss) to .88 (suicidality). Correlations between subscales of IDAS-II and congruent BDI scales ranged .30 (appetite gain) to .83 (dysphoria). Lower correlations were found with HCL-32 for both mania and euphoria scales ($r = .227$ and $.263$ respectively). The results obtained replicate those obtained by the original study (Watson et al., 2007; Watson et al., 2012; Watson & O'Hara, 2017). Results should be replicated in community and clinical samples.

PROFESSIONAL IDENTITY OF PSYCHOLOGISTS: THE PILOT STUDY OF THE MEMBERS OF MOSCOW BRANCH OF RUSSIAN PSYCHOLOGICAL SOCIETY

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This is the first study of the professional identity of psychologists in Russian science carried out in the framework of an international project – www.psychologyidentity.com. In the pilot study, two goals were set: – To study the ideas of Russian psychologists about their professional identity; – To conduct cross-cultural research, i.e. compare the results obtained in Russia and in Portugal. The questionnaire included three open-ended questions with the following content: What is the exclusive goal of psychological intervention that makes it unique when compared to any other profession or form of intervention? In your opinion, what functions are exclusively performed by psychologists? In your opinion, what functions performed by psychologists may be performed by other professionals who are not psychologists? Questions were also asked about age, sex, professional experience and the specialization of psychologists. The main method of analyzing the data was content analysis. In the answer to the first question, no consensus was found, which can be explained by the fragmentation of psychology into different schools and directions. This coincides with the

results of a Portuguese study. However, both samples tend to assume that the main goal of psychology is to help people achieve their well-being. In the answer to the second question, the data in Russia and Portugal differ significantly. If in Portugal the majority called the exclusive function of psychologists – assessment, then in Russia the range of exceptional functions is a wider range. In the third question, parents and friends are listed as “substitutes” for psychologists, which is not typical for the Portuguese sample, as well as teachers (in circles and sections) and teachers offering creative projects (in high school). In addition to these, journalists, analysts and writers who change people’s image of the world are able to actively influence people’s consciousness, i.e. make the intervention. A pilot study on a sample of members of the Moscow branch of the Russian Psychological Society suggests that the ideas of professional identity vary from country to country. The reasons for such discrepancies should be clarified in future studies. We assume that they are explained by differences in cultural – historical types.

DIFFERENT COLLEGE ENTRANCE CHANNELS, ACADEMIC MAJOR SATISFACTION, AND REGRET- A SELF-DETERMINATION THEORY PERSPECTIVE

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Literature has suggested that student-athletes demonstrate greater identity foreclosure as compared to non-athlete students. Similarly, some students, such as students majoring in arts and music, may also have tremendous commitments and identity investments to their talent and skill development since they were very young. In such case, a single and exclusive identity may inhibit career exploration and limit their career choices which, in turn, may yield in negative effects such as regrets for their early choices. In Taiwan, there were several innovations in the college entrance system in recent years. In the present study, college students' entrance channels, academic major satisfaction and regret were explored and discussed with the Self-Determination Theory perspective. A total of 768 college students participated in this study, including 190 students majoring in physical education or sports, 176 students majoring in arts, 202 students majoring in music, and 200 other-major students. Participants completed a survey collecting their background information, college entrance channels, intrinsic and extrinsic motivations, and

the satisfaction with and regret for their academic majors. Especially, the mediating effect of different types of motivation on the relationship between entrance channels and satisfaction/regret was examined. The research results showed that students in different majors had different motivation profiles. However, in contrast to the hypothesis, students majoring in sports, arts, and music did not have higher level of regret as compared to the sample of general college students. In general, those students with more intrinsic motivation and identified regulation reported better satisfaction with their majors and less major-choice regret. On the other hand, students with higher introjected regulation and external regulation had the worse thoughts about their college majors. Furthermore, autonomous motivation partially mediated the relationship between entrance channels and the regret for academic majors. To sum, the findings of the present research demonstrated the influence of different kinds of entrance channels on college students' learning motivation and their satisfaction with/regret for academic majors.

WHAT DO THEY LEARN? PSYCHOMETRIC PROPERTIES OF A QUESTIONNAIRE OF PROFESSIONAL COMPETENCES AND SOCIAL SKILLS

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Some of the desirable and essential competencies in future teachers are difficult to promote and evaluate from the segmented subject structure of the teaching plan. This study analyzes the psychometric properties of a questionnaire of professional competencies and social skills in students of the program of Integrating Actions (AIs) of the Early Childhood Education degree of the UVic-UCC during the year 2017 – 2018. 74 students with ages between 8 and 34 years ($M= 21.28$; $DS= 2.87$) who participated in the AIs program of the Early Childhood Education degree (UVic-UCC) during a year 2017-2018. A pool of 60 items based in three previous scales (Caballo, 1993; Camargo & Pardo, 2008; Serrano Rodríguez & Pontes Pedrajas, 2017) was reviewed by experts and tested in a pilot sample. The items were adapted and translated following the Standards for Educational and Psychological Testing (2014) and ITC (2010). Finally, those 40 items (20 that evaluate competencies and 20 that evaluate social skills) that best represented both aspects of the competencies and social skills were included. They were rated on a scale ranging

from 1 (strongly disagree) to 5 (strongly agree). In addition, a Catalan adapted version of the Robalino & Musso (2018) self-efficacy at work scale was implemented. A t test was conducted for independent samples using the recoded variables as grouping variables and selecting groups 1 (low) and 4 (high) to analyze the discriminatory power of the items. The results indicate that there are statistical differences in the averages of such groups ($p < .001$) all discriminated satisfactorily. The results show high reliability for professional competencies ($\alpha = .88$), social skills ($\alpha = .92$) and general self-efficacy ($\alpha = .89$). In addition, for each self-efficacy subscale, alphas between .74 and .87 were obtained. Self-efficacy shows a positive and significant correlation with competencies ($r = .337$; $p < .01$) and social skills ($r = .388$; $p < .01$). Findings suggest that this instrument could be very useful in practical applications in the Catalan population. However, future studies are needed to confirm the predictive and convergent-discriminant validity of this instrument. Limitations and new hypotheses are suggested for future studies.

THE STUDY ON THE ADHD CHILDREN'S FAMILY RELATIONSHIP AND THE CHANGING PROCESS OF THE FAMILY THERAPY IN TAIWAN

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This research was based on the theory of the structural family therapy, with a total of four families with the ADHD children as the exploring participants. First, the observing, qualitative co-interview and Interpersonal Process Record method were applied to understand the family relationship of the ADHD children. Second, each participating family went on six sessions of the family therapy in the structural family therapy treatment intervention. After each therapy, the researcher continued to individually interview the participating parents by giving the interviews, to explore the changing process of the ADHD children families in the family therapy. The results were explained as follows: 1. Both parents of the participating family presented the unresolved conflicts or contradictions between couple, and the couple's rigid boundary was contributed to impossibility of their cooperation to educate their children. 2. The participating parents often pulled their ADHD children into their battlefields in their conflicts. 3. The participating families presented the intergenerational alliance or alliance between one parent and the ADHD child, while the other parent was alienated. 4. The family therapy restarted the participating parents'

communication platform, and rebuilt the channel of the couple communication. 5. The adjustment from one side of the participating parents in therapy, always led to the change of the other parent. 6. The participating parents with the problems of power competition are able to renegotiate the power of marriage in therapy, but the changing process in the family therapy presented an unstable state. 7. The marriage of participating parents was on the verge of collapse, so the changing process in the family therapy was very slow, and both sides needed more time for the adjustment. In conclusion, the symptoms or behavioral problems of the ADHD children were characterized by the conflicting relationships between the couples of parents, and the children were often involved in their conflicts by their parents. The family therapy restarted the parents' communication and negotiation platform, in the face of the conflicts between each other, and then improved the relationship between couple and parental work. Therefore, the symptoms or behavior problems of the ADHD children would also have been alleviated.

SPECIFICITY IN PERCEPTION OF FAMILIAR AND UNFAMILIAR FACES IN HUMANS

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Face perception has been defined as the ability to perceive the face as a gestalt, along with all of its parts and the relations between them. This face specific strategy has been called configural processing. At the same time, there are debates about the influence of configural processing on perception of familiar and perception of unfamiliar faces. It is possible to assume more concise processing of familiar faces because early reconciliation with long-term memory codes, activation of semantic information, name codes. Unfamiliar faces can be perceived as the physical objects relating with the analytical strategy. We investigated the configural processing within perception of familiar and unfamiliar faces using of the part-whole recognition paradigm in a healthy group and brain damaged patients. 30 healthy persons and 12 patients with tumors in the posterior right or left hemispheres of the brain completed „Sequential matching of part-whole unfamiliar faces” and “Sequential matching of part-whole

famous faces”; the tasks base on the classical “part–whole recognition paradigm”, developed by Tanaka and Farah (1993). Results showed a substantial holistic effect for famous faces, measured as the superiority in performance accuracy and lower RTs during presentations of face details within the context of the whole face in comparison to isolated presentations of face features. In contrast, for the perception of unfamiliar faces there was a reverse effect: details of faces were recognized better, when they were presented isolated from the context of the whole face. Interestingly, these effects were similar in healthy and brain-damaged persons, while general efficiency (reaction time, error rates) of patients was lower. The present work provides evidence for configural processing within perception of familiar faces but not unfamiliar faces and thus, exciting background for the future research. Interestingly, the similar picture was observed also in brain-damaged persons.

EMOTIONAL RESPONSES, SEXUAL AROUSAL, AND PUPIL DILATION TO MALE VERSUS FEMALE SEXUAL PERPETRATION: AN EYETRACKING STUDY

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Despite the strong scientific focus on sexual offending behavior, very little is known about people's appraisal of sexual aggression. Yet, such appraisal may influence the way individuals behave in cases of sexual violence, which can result in the blaming of the victim, or in a leniency bias toward the sexual offender. Indeed, this bias is frequently seen in cases of sexual aggression against men, where the offender was a woman. Studies on individuals' perceptions have revealed that people appraise female sexual offenders as being "romantic" or "less violent", while male victims are believed to have "enjoyed" being sexually coerced. Against this background, the aim of this study was to test individuals' emotional responses to rape, varying as a function of the victim and the offender's gender. Findings are expected to add to the literature on perceptions about sexual violence, by focusing on people's emotions, and using psychophysiological rather than just self-report measures. Thirty-six men and 48 women voluntarily exposed to a scene displaying a man raping a woman (male perpetration), and a scene displaying a group of women raping a man (female perpetration; from commercially available movies). Participants' emotional

responses to the film-scenes were measured psychophysiologicaly (i.e., pupil diameter, using a Tobii eye tracker) and subjectively (i.e., self-report ratings on emotions and sexual arousal). Statistical analysis using mix-factor ANOVAs (including, repeated-measures) revealed that while female perpetration yielded more negative self-reported emotions (e.g., disgust, nervousness), male perpetration induced increased pupil dilation (i.e., higher emotional activation). Also, men reported feeling calmer, while each gender mostly disdained the rape scene which the victim matched the participant's gender. Findings showed that despite participants reported more negative emotions to the female perpetration scene, they actually presented increased emotional activation to the prototypical scene, i.e., the male perpetration scene. Is worth noting that while self-report measures can yield socially desirable responses, pupil dilation cannot be voluntarily controlled. Accordingly, individuals may be at prone of responding more strongly to stereotyped rape situations, which may help to explain why non-prototypical sexual violence is often regarded as "less serious", leading to a leniency bias toward the non-prototypical sexual offender.

THE COURSE OF ANXIETY IN WOMEN RECEIVING A CAESAREAN SECTION AND THE INFLUENCE OF EXPERIENCE

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Around 30% of births are through caesarean section and repetition rates for receiving a caesarean section are high. The aim of the prospective study was to compare the course of anxiety in women undergoing their first caesarean section and women experiencing a repeated caesarean section. Participants: 304 women with an indication for a planned caesarean section took part. 155 received their first caesarean section and 149 received a repeated caesarean section. In order to measure the course of anxiety on the day of the caesarean section subjective anxiety levels were measured and saliva samples for cortisol determination were taken at admission, during skin closure and two hours after the surgery. Blood pressure and heart rate were documented at skin incision and skin closure. Women experiencing their first

caesarean section displayed significantly higher anxiety levels compared to women with a repeated caesarean section. Scores of the STAI-State and visual analogue scale for anxiety differed significantly at admission ($p = .006$ and $p < .001$) and heart rate and alpha amylase levels were significantly higher at skin closure ($p = .027$ and $p = .029$). The results show that previous experience with a caesarean section has a soothing effect. The study aims to sensitize surgeons, anesthetists, nurses and midwives when treating women receiving a caesarean section and encourage them to incorporate soothing interventions, especially for women receiving their first caesarean section to reduce anxiety levels and consequently improve postoperative recovery and patients' satisfaction.

RAPE MYTHS, PERSONALITY DIMENSIONS, AND SEXUAL SELF-SCHEMAS AS CORRELATES OF INDIVIDUALS' EMOTIONS AND PUPIL DILATION TO SEXUAL VIOLENCE SCENES

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Studies on individuals' appraisal of sexual violence have been focusing on the perceptions people endorse about sexual offending behavior. While such studies have revealed people's reactions and intended behaviors to hypothetical scenarios of sexual violence, including rape, little is known about individuals' psychological dimensions involved in those reactions. Accordingly, this study was aimed at testing the relationship between psychological dimensions and individuals' emotional responses to rape. More specifically, we were interested at testing the relationship between factors previously found to be involved in sexual offending behavior (i.e., rape myths, Big Five personality dimensions, and sexual self-schemas), and participants' emotions toward rape. Thirty-six men and 48 women were voluntarily exposed to male and female perpetration rape scenes (from commercially available movies). A Tobii eye tracker was used to measure participants' pupil dilation (a proxy of emotional activation); furthermore, participants reported on their discrete emotions to the scenes, as well as on their level of sexual arousal to each film-clip. Participants further completed a set of self-report questionnaires measuring rape myths, Big Five personality dimensions, and sexual self-schemas. Pearson-product moment

correlations were performed between the psychological dimensions and the markers of emotional response, by gender, and for each condition (male versus female perpetration). Findings revealed that several rape myths (e.g., stereotyped representation of rape, false allegations, victim provoking) were significantly associated with more positive (e.g., calm, interest), and less negative emotions (e.g., confusion, shame) toward the rape scenes. Furthermore, personality traits such as agreeableness and conscientiousness related to more negative emotions (e.g., anger, disgust), while openness to experience related to more positive feelings toward the film-clips (e.g., joy). Likewise, the sexual self-schema powerful/direct (men) and rape myths (women) related to more sexual arousal toward the rape scenes. Also, decreased pupil dilation was associated with being more sexually liberal (men), higher neuroticism, less extroversion and less agreeableness (women). Data suggest that cognitive and trait psychological dimensions may be involved on how individuals react to sexual violence. Future studies are thus expected to test the mediating role of emotions, on the relationship between these dimensions and the likelihood of sexual offending behavior.

SEXUAL SELF-PERCEPTION AND SUBJECTIVE APPRAISAL OF SEXUALLY EXPLICIT STIMULI IN WOMEN

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Pornography consumption has increased over the past years. Accordingly, there has been increasing interest on the dynamics behind pornography consumption, with a special focus on the consequences of pornography exposure. Despite the growing body of studies in this field, little is known about the factors underpinning individuals' appraisal of visual sexual contents, and particularly in women. As such, this study was aimed at targeting psychological dimensions behind women's appraisal of pornography. More specifically, we aimed at assessing if women's sexual self-perception predicted their subjective responses to sexually explicit stimuli (i.e., pictures displaying sexual intercourse between heterosexual couples). Eighty heterosexual women (aged 18-77 years old) were exposed to a set of 20 sexually explicit pictures in a laboratorial context. After watching each picture, women reported on their emotional valence, general and subjective sexual arousal toward the picture. Women further reported on the level of sexual content they attributed to each picture. Additionally, women completed self-report questionnaires capturing women's perception about themselves as sexual beings: sexual-self schemas (i.e., how women perceive themselves

as sexual beings), sexual-esteem (i.e., self-esteem regarding sexual aspects of the self), and sociosexuality (acceptance of casual sex without a committed relationship). Regression analyses (Enter method) revealed that the sexual self-schema "Open-arousable" (i.e., feeling arousable, stimulating, open-minded, or uninhibited) significantly predicted a more positive emotional valence, as well as more general and sexual arousal toward the pictures. On the other hand, the sexual self-schema "Cautious" (i.e., feeling prudent, outspoken, self-conscious) negatively predicted general and sexual arousal to this set of pictures. Also, women's sexual-esteem (i.e., the tendency to positively evaluate one's capacity to relate sexually to others) and the sexual self-schema "Open-arousable" predicted the attribution of higher sexual content to the pictures. Findings suggest that the way women appraise pornography may be partially explained by the way they feel about themselves as sexual beings. More specifically, positive sexual self-perceptions predicted positive appraisals of sexual stimuli. Future studies are thus expected to focus on the role of the interaction between psychological factors and cultural influences, on women's patterns of pornography consumption.

THE PREVALENCE AND PATTERNS OF DIAGNOSTIC TRANSITIONS IN A CHILD AND ADOLESCENT MENTAL HEALTH CASE REGISTER

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Community-based epidemiological studies show transitions between psychiatric diagnoses are common over child development. However, little research has explored the prevalence or patterns of the diagnostic transitions that occur in child and adolescent mental health services (CAMHS). Understanding diagnostic trajectories is necessary to inform theory development in developmental psychopathology and clinical judgements regarding risk and prognosis. Data from CAMHS clinical records was extracted from a British mental health case register (N=12,543). Analysis calculated the proportion of children whose clinical records showed a longitudinal diagnostic transition (i.e. addition of a subsequent diagnosis of a different diagnostic class, at >30 days' distance from their first diagnosis). Regression analyses investigated typical diagnostic sequences and their relationships with socio-demographic variables, service use and standardised measures of

mental health. 19.3% of CAMHS attendees had undergone a longitudinal diagnostic transition. Ethnicity, diagnostic class and symptom profiles significantly influenced the likelihood of a diagnostic transition. Affective and anxiety/stress-related disorders longitudinally predicted each other, as did hyperkinetic and conduct disorders, and hyperkinetic and pervasive developmental disorders. Approximately one in five young service-users have their original psychiatric diagnosis revised or supplemented during their time in CAMHS. By revealing the most common diagnostic sequences, this study enables policy-makers to anticipate future service needs and clinicians to make informed projections about their patients' likely trajectories. Further research is required to understand how young people experience diagnostic transitions and their psychological and pragmatic implications.

ANXIETY, DEPRESSION, DYADIC ADJUSTMENT AND ATTACHMENT TO THE FETUS IN PREGNANCY: ACTOR-PARTNER INTERDEPENDENCE MEDIATION ANALYSIS

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Perinatal research has focused essentially on maternal outcomes leaving paternal outcomes unexplored. This cross-sectional study aimed to explore the intrapersonal and interpersonal effects of mothers' and fathers' anxiety and depressive symptoms on their own and their partners' antenatal attachment to the fetus. Additionally, it aimed to explore the mediating role of dyadic adjustment on these associations. Participants, 320 pregnant women and their partners, completed the Hospital Anxiety and Depression Scale, the Dyadic Adjustment Scale and the Maternal and Paternal Antenatal Attachment Scale. Data were analyzed using the actor-partner interdependence mediation model. Mothers' ($\beta = -.16, p < .01$) and fathers' depressive symptoms ($\beta = -.38, p < .001$) were associated with their levels of antenatal attachment to the fetus. These relationships, however, were

mediated by levels of dyadic adjustment ($\beta = -.08, p < .05$; $\beta = -.09, p < .05$, respectively). Fathers' anxiety symptoms were associated with their levels of antenatal attachment to the fetus ($\beta = .16, p < .05$). This relationship was partially mediated by their levels of dyadic adjustment ($\beta = -.05, p < .05$). Finally, fathers' depressive symptoms were associated with mothers' levels of antenatal attachment to the fetus through the mothers' dyadic adjustment levels ($\beta = -.06, p < .05$). Results indicated that anxiety and depressive symptoms as well as lower levels of dyadic adjustment during pregnancy seem to negatively impact the levels of antenatal attachment to the fetus, especially for fathers. Results highlight the need to adopt a dyadic perspective to understand mothers' and fathers' outcomes during pregnancy.

EXCHANGE STUDENTS' ADAPTATION PROCESSES IN PSYCHO-SOCIAL DEVELOPMENT

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In Japan, a plan for 300000 exchange students has been processed since 2008. According this new plan, many universities facilitated several international projects and accepted exchange students as many as possible. They provide not only regular course in undergraduate and graduate school, but also many flexible short term exchange programs. Nowadays, exchange students could choice their desired course among many options in Japanese universities.

Some universities face problems how they can fully support exchange students to adapt Japanese life or cultures. The present study explored exchange students' adaptation processes in psycho-social development so that to give some useful hints to construct support system in universities. Longitudinal study was adopted to measure how exchange students spend and look back on new Japanese school life or culture. Participants were from Asian countries, China, Taiwan and Korea. They could choose 6 month program or 1 year program and they were relatively fluent in Japanese. They were assigned to answer two questionnaires. One was

the General Health Questionnaire 30 (GHQ) in Japanese version to assess physical and mental health, the other was College Adjustment Scales (CAS) to measure psycho – social problems. These questionnaires were carried out in the beginning and end of each semester so students in 6 month program joined two times and one year – students answered 4 times in total. General Health Questionnaire consisted of 6 sub scales, e.g. somatic symptoms, social dysfunction, anxiety, severe depression. On the other hand, College Adjustment Scales were consisted of 9 sub scales, e.g. substance abuse, suicidal ideation, self-esteem problems, interpersonal problems, family problems, academic problems, and career problems. The data was collected from the above sub scales in each questionnaires and statistically analyzed. The results were discussed in terms of the staying period, timing of survey and score of sub scales in two questionnaires. As the end of staying, students could be more adopted in Japanese life as expected, and tendency of adopted process differed depending on the contents of sub scales.

SUICIDAL IDEATION IN YOUNG SPANISH ADULTS: EMPIRICAL EVIDENCES OF THE THREE-STEP THEORY (3ST)

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The three-step theory -3ST- is one of the most relevant and current contributions in the field of suicide. The first two steps of model refer to how suicidal ideation (SI) is shaped and developed. The first step suggests that perceiving psychological pain and hopelessness will generate modest/passive SI. The second step suggests that SI will be strong/active when the psychological pain exceeds the degree of connectedness of the person. The objective of the study is to show empirical evidence of both steps. The incidental sample consisted of 234 young adults aged 18 to 34 years who performed different tests. To test the first step of 3ST, we evaluated the interaction between psychological pain and hopelessness in the prediction of SI through multiple regression. The main effects for both variables were statistically significant. In addition, the interaction of both variables was significant and contributed an increase in the variance explained to the model (2% more). According to the theory of 3ST, people with a high score in psychological pain and hopelessness should have more SI than people with a high score in only one of the two variables

or low score in both. To verify this assumption, the sample was divided into three subgroups: low hopelessness/low psychological pain, high hopelessness/low psychological pain or vice versa and high hopelessness/high psychological pain. A nonparametric ANOVA between the subgroups showed significant differences in SI. In pairwise comparison, statistically significant differences were found in the SI between subgroup of high hopelessness/high psychological pain and the rest of subgroups. To verify the second step of the 3ST, the INQ subscale referring to the degree of thwarted belongingness was used as an indication of disconnection. The group of high hopelessness/high psychological pain was divided into two subgroups: greater disconnection than psychological pain and greater psychological pain than disconnection. The Mann-Whitney U test showed statistically significant differences between both subgroups, greater disconnection than psychological pain presented higher SI. In conclusion, the results are consistent with the two assumptions of 3ST and provide empirical evidence to the model.

CULTURAL HISTORICAL ANALYSIS OF EVALUATING LEARNING WITH RUBRICS

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In line with conference theme, the main purpose of this presentation is to engage the audience in productive dialogue about psychological aspects of evaluating learning with rubrics. Rubrics are lists of criteria for various students' performances that often include gradations of their quality. The platform for this dialogue will be my analysis of psychological theories that inform various types of rubrics and practices of implementing them. Using Vygotskian theories as a basis, I developed a perspective on rubrics as a cultural and historical tool. My extensive experience of teaching graduate courses in educational psychology and assessment at a large university in the United States of America served as the empirical basis for analysis. Using the method of autoethnography, I explored this personal experience supported by documentation of students' reports of selecting, designing and using rubrics in their teaching. My graduate students are usually practicing educators from various backgrounds, including early childhood professionals, elementary, middle, and high schools teachers, college instructors and adult trainers. Reports of these students on evaluating learning with rubrics provided me with culturally

rich and diverse account of this practice. Because I have been teaching these courses for over 10 years, I situated trends I have observed during this time in the context of a broader historical analysis that I developed based on literature review. In summary, my findings indicate that rubrics have become one of the most common ways of evaluation and that US teachers from various backgrounds appreciate their potential for supporting students' learning. At the same time, teachers' use of rubrics is highly inconsistent and unsatisfactory even to themselves, mainly due to voids in understanding key theoretical concepts that inform rubrics and due to approaching rubrics as a neutral and universally effective remedy, instead of as a cultural and historical tool of educational psychology. This autoethnographic research informed the next step in my scholarly agenda as developing tools for informing the use of rubrics. My presentation serves as an invitation for creating this better future of the rubrics (and, in a broader sense, psychologically informed evaluation of learning) together, for exchanging expertise and information.

LIFE MODELS OF YOUTH: HOW TO EXPLORE INTERGENERATIONAL TRANSMISSION?

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Nowadays, the studies of designing the life scenario by young people, with the emphasis on the "authorship" of their own life are the focus of researchers. It is associated with reducing the role of traditional cultural patterns offered by society and the emergence of new patterns associated with an ever-greater immersion in the "digital world". The aim of study was to investigate students' life models – representations, concrete choices and the events in a certain area of life in conjunction with students' representations of these aspects of their parents' life. Life models in selected areas (profession, close relationship and personal development) are considered as parts of a person life scenario. The proposed "life model" concept allows removing theoretical contradictions in definitions of a life scenario, combining different components and using it as basis for empirical studies (Kostromina et al., 2018). The sample consists of 100 SPBU students (average age 21.02 ± 1.11). The interview of 82 questions aimed at identifying the variants of designing the life models by young people was developed. It covered the parameters: interest, status and material well-being (profession); need for relationships, character of

relations, living space (relationship); involvement, self-efficacy and "investment" in life (personal sphere). The interview contained questions aimed at determining the identification of young people with their generation, and the closeness with parents' generation. Methods of qualitative and quantitative analysis were used. Factor analysis revealed: the factor that unites indicators of active involvement in life, the factor of orientation to the peers' generation, the factor of the intimacy need and family support, and the factor of self-confidence (the incoming variables weight $0.7984 - 0.4$). An intergenerational (parental) influence on some students' representations about future family and close relationships was found, whereas the closeness with parents is not related to the construction of a professional life model. Dispersion analysis revealed the influence of the residence in St. Petersburg. The pilot study allowed verifying the theoretical concept and testing the methodological tools on the youth group representatives. To refine the data next stage will include representatives of different generations within the same family. Funded by RFBR, 18-013-00599.

KEYNES' 'ANIMAL SPIRITS': THE PSYCHOLOGICAL FACTOR IN THE WORLD ECONOMY

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Speculative bubbles occur in international markets with some frequency despite government efforts to regulate these episodes of high optimism in the world economy. For this reason, it is necessary to be aware of the importance that personal judgment has in making investment decisions in order to develop effective policies during speculative periods. In this context, a systematic literature review has been carried out to study the effect that these psychological factors have on the manifestation of economic crises. Economic decisions are made in an environment of uncertainty, where possible scenarios are foreseen but their probabilities are unknown. Consequently, in order to make investment decisions, individuals introduce subjective personal assessments in this process. These personal assessments were called 'animal spirits' by John Maynard Keynes. In all episodes of economic crisis, the psychology of the investor repeatedly manifests in the form of common 'animal spirits'. In addition to the phenomenon called monetary illusion, one of the

main causes is the high degree of speculation due to increased wealth brought on by the rise in the prices of goods. People often make incorrect economic decisions because they do not account for inflation. Another common denominator in all crises and bubbles throughout history is the high degree of optimism present among individuals, which, moreover, is closely linked to the high degree of investor leverage. When 'animal spirits' invade markets, the bubble explodes and the system collapses. Therefore, in the absence of perfect knowledge of the future benefits of an investment, investors base their decisions not only on the mathematical methods of evaluation but also on qualitative and psychological variables of difficult quantification: the 'animal spirits'. Thus, the study of 'animal spirits' or the psychological factor of the individual, as another qualitative variable in the economic crisis analysis, is necessary to understand the true origin of optimism and speculation and to implement policies that combat these negative effects.

PSYCHOMETRIC PROPERTIES OF THE SPANISH VERSION OF METACOGNITIVE AWARENESS INVENTORY IN SPAIN

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Metacognitive Awareness Inventory (MAI; Schraw & Dennison, 1994) is one of the most used self-report inventories to identify the level of students' knowledge about cognition and regulation of cognition. Metacognition is a key component for successful learning processes in educational context. The empirical evidence shows that students who are able to develop metacognitive awareness and regulation report higher academic achievement (Harrison & Vallin, 2017). The present study is aimed to examine the psychometric properties of the Spanish version of MAI (Huertas, Vesga, & Galindo, 2014) in a sample of Spanish adolescent students. Some of the items of the adapted version by Huertas et al. (2014) for Colombian students were reformulated to ensure a more familiar and simple expression in our cultural context. The new scale was applied to a sample of 739 adolescent students enrolled in various secondary schools, ranging in age from 12 to 16 years. The internal consistency of subscales and

items within each subscale, the item–subscales correlation and the correlation between subscales (Cronbach's alpha and Pearson correlation coefficient, respectively) were examined. In order to analyze construct validity of the scale, the same procedure previously used by Schraw and Dennison (1994) with the original version of the scale was applied. We carried out various unrestricted and restricted exploratory factorial analyzes, following the orthogonal and the oblique rotation method. The instrument reliability was comparable to the original and Colombian versions ($\alpha=.88$). Correlations among subscales ranged from .56 to .89. The findings of exploratory analysis showed that the data collected don't support the two-factor model neither eight-factor model, which is in line with the results obtained in other studies (Harrison & Vallin, 2017). It was concluded that in future reviews of the Spanish version of scale should rephrase or eliminate those items with inadequate psychometric properties.

DEVELOPMENT PSYCHOLOGICAL SKILLS INVENTORY FOR FOOTBALL PLAYERS

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An inventory for testing psychological skills of football players was developed based on the analysis of theoretical sources on psychological skills in sports. The project consisted of two phases. First, – the expert interviews with the Latvian Football Federation representatives, Latvian Higher League coaches and experienced football players enabled the researchers to identify 11 most essential psychological skills. The following skills were selected: self-motivation, decision making, goal setting, communication, emotion control, relaxation, imagery, self-talking, concentration, activation and automaticity. These skills were identified as essential for being effective (successful) in football game. A questionnaire including 91 statements has been worked out to measure the intensity of these skills in football players. The empirical research sample included 90 male football players, aged 18-35, with good speaking and/or comprehension skills in Russian- from six

Latvian Higher League teams. To measure a football player's efficiency, the method of expert assessment was applied. At the end of the play season, the efficiency of each footballer-participant was confidentially rated by each of nine experts. Decision making, communication, emotion control, attention concentration and automaticity skills have demonstrated a strong statistically significant correlation with game efficiency of highly qualified football players. These findings were used for producing a final version of the questionnaire in the second phase of the project. The final version includes 50 statements (10 statements for each psychological skill), out of which 33 are direct and 17 are reverse-scored items. The psychological skills inventory for football players was tested on a sample group of Latvian Olympic and National team football players. Psychometric analysis has proved the method's validity for assessing psychological skills of football players.

THE ROLE OF SELF-COMPASSION AND SELF-CRITICISM ON EATING SYMPTOMATOLOGY

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The objectives of the current research were to examine the role of self-compassion and self-criticism on the eating disorder symptoms, and the association between self-compassion, self-criticism, eating disorder symptoms and well-being in the general population. A community sample of adults (195) completed a self-reporting questionnaire concerning measures of eating disorder symptoms, self-compassion, self-criticism, and well-being. Hierarchical regression results indicated that self-criticism was found to be a stronger predictor of eating disorder symptoms. Furthermore, the presence of

clinically significant eating disorder symptoms in individuals can be a marker of reduced well-being. Lastly, self-compassion and self-criticism appeared to be stronger variables than eating symptoms in the prediction of well-being. This study highlighted the importance of self-criticism in the context of eating disorder symptoms, emphasising the relevance of targeting self-criticism. Furthermore, professionals may also focus on self-compassion and self-criticism in order to promote the well-being of individuals suffering from eating pathology in the treatment process.

AFOP®: A NEW METHOD FOR TREATING OCD

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The AFOP® method was developed to provide a more effective therapy for OCD, and in this pilot study we studied the AFOP® method efficacy. The AFOP® method is a new treatment for OCD with an analytical-experiential orientation. The treatment lasts between 6 months and two years and is based on Jungian and Ethological theories. It differs from other treatment methods in its approach. There is no direct exposure to the symptoms or the fears nor are there attempts to change the obsessive symptoms with cognitive techniques. The treatment is personalized. However, every treatment shares common elements: •Sessions which focus on resolving life situations which generate fear. •Sessions involve both talk therapy as well as physical and symbolical exercises. •Intense physical activities outside of the sessions. •Monthly 8-hour group therapy. •Increasing assertiveness, creative expression and life skills. Our hypothesis is that

the AFOP® method will be able to reduce the level of anxiety (state anxiety) clients experience, as well as to eliminate more firmly installed traits of anxiety which cause the obsessive symptoms. We measured the efficacy of the AFOP® method through a repeated measures design (N=15) pre-treatment and 3-6 months into treatment (M1). We used the STAI questionnaire (Y-Form) to evaluate both the level of anxiety as well as the trait anxiety. A repeated measures ANOVA showed a significant effect of the treatment on trait anxiety, $[F(1.13)= 23.31, p < 0.001]$. No significant effect was found for state anxiety, $[F(1.13)= 1.96, p < 0.19]$. In future research with a bigger N size we expect both measurements to show significant results. Also, we want to include measurements of the later treatment phases and follow-up results as well as more questionnaires (Y-BOCS, BDI-II, etc).

BEHAVIORAL ECONOMICS: WHERE PSYCHOLOGY MEETS ECONOMICS

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Traditional Economics uses models in which it is assumed that decision-makers are rational. This assumption implies that they process relevant information in an efficient unbiased manner, and that their decisions are consistent with utility maximization. Nevertheless, it has been observed empirically that decision-makers do not always behave in the way traditional models predict they should. That is, their behavior is sometimes biased showing, i.e., overconfidence, problems of impatience or lack of self-control, preference reversals, etc. In this framework, Behavioral Economics appears as a branch of Economics that incorporates insights from human Psychology into models of economic behavior. It is used to help us understand why our models may not make the predictions we think they should, in some cases. In this paper, we analyze some important phenomena identified by

behavioral economists and psychologists –like framing effects in consumer choice, biases in behavior in choice under uncertainty or biases in behavior in intertemporal choice– where psychological aspects have an influence in the behavior of economic decision-makers. Additionally, we investigate some applications of Behavioral Economics in real life, as for example, the Behavioural Insights Team (BIT), in United Kingdom, with the objective of enabling people to make ‘better choices for themselves’. As a conclusion, we think people can use the findings of Behavioral Economics in order to know where they can make mistakes and be able to anticipate to their own behavior, and avoid these mistakes. Even Governments, can use these findings to nudge people and help them to take better decisions (i.e. savings decisions or decisions related to health).

WHY DO WE WATCH? THE ROLE OF EMOTIONAL, COGNITIVE AND SOCIAL GRATIFICATIONS IN PREDICTING MOVIE RECOMMENDATION, REWATCHABILITY AND GENRE PREFERENCES

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According to the emotional gratification model (Bartsch, 2012), both hedonic experiences and satisfaction of social and eudaimonic needs are important to explain intrinsic gratifications from entertainment experience. The primary aim of the study was to determine the factors that predict movie recommendation to friends, rewatchability and genre preferences. To a better understanding of these factors we first tested the latent structure of an intrinsic gratifications scale (Bartsch, 2012) from movie experience in a Portuguese sample. Secondly, we examined the role of individual differences (i.e., need for cognition, need for affect, and extraversion) in predicting gratification experiences from movies, while controlling for gender and age. Finally, we examined which intrinsic gratifications from entertainment experience predict individuals' movie recommendation to a friend, interest in repeating the movie experience, and movie preferred genre type. Using a sample of 318 participants, six main dimensions of emotional gratifications from movies were identified

(hedonic fun, thrill, empathic sadness, and vicarious release of emotions, social sharing of emotions, and eudaimonic contemplative experiences). Hierarchical regression analyses indicated that extroversion was a significant predictor of the hedonic experiences of fun and thrill, need for affect accounted for contemplative experiences and thrill, whereas need for cognition only predicted the eudaimonic contemplative experiences. Individuals' movie recommendation was explained by feelings of thrill and contemplative experiences, whereas interest in repeating the movie experience was predicted by both thrill and social sharing of emotions, after accounting for all the above individual differences. Finally, we found that movie preferred genre type also varied as a function of the different emotional gratifications. This study highlights the importance of taking into account the different cognitive, emotional and social gratifications that individuals experience from watching movies.

PERCEIVED VALUE AND CONSUMER BEHAVIOUR: AN EMPIRICAL ANALYSIS OF THE DYNAMIC NATURE OF VALUE INTRINSIC DIMENSIONS

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Perceived value has gained much attention in psychology and marketing research because of the important role it plays in predicting consumer behavior and achieving sustainable competitive advantage. The dynamic nature of perceived value has been widely recognized in the literature (e.g., Holbrook, 1999; Chen & Dubinsky, 2000). However, few studies have addressed this dynamicity. This paper proposes a causal model that seeks to explain the existence of sequentiality in value dimensions and, consequently, in their influence on satisfaction and loyalty. Using an exploratory approach, the concatenation of effects is tested for four intrinsic dimensions of value (entertainment, aesthetics, ethics and spirituality), which are experiential (Holbrook, 1999), and therefore, less

studied. Using a structured questionnaire, the experiences of 285 hotel guests were analyzed with Partial Least Squares (PLS). Empirical evidence is provided for the influence of reactive (aesthetics and escapism) on active dimensions (play and ethics). It is also shown that the effects of value dimensions on satisfaction and loyalty are concatenated and not simultaneous, as more usually described, which sheds light on research in value co-creation processes. References: Chen, Z., & Dubinsky, A. J. (2003). A conceptual model of perceived customer value in e-commerce: A preliminary investigation. *Psychology & Marketing*, 20(4), 323-347. Holbrook, M.B. (1999). *Consumer value. A framework for analysis and research*. London: Routledge.

A STUDY OF CONSTRUCT AND ANALYSIS THE EFFECTS OF “ PARENT-CHILD COOKING ” ON ATTACHMENT IN ADOPTIVE FAMILIES

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This study is on the basis of Landreth's filial therapy training model. It attempted to combine two specialized fields: life application " and "psychotherapy", in the hope of developing 10-week "Parent-Child Cooking" program to promote attachment and parenting skills in adoptive families. The Purpose of this study was to construct "Parent-Child Cooking" program and explore the effect, patterns and meanings of interaction between parents and adopted children in "Parent-Child Cooking" therapy. One-group pretest-posttest and Consensual Qualitative Research were used in this study. Three adoptive families with adopted children were aged from 7 to 9 years old, via 10 hour (1Hr/week) "Parent-Child Cooking" with video recording. In addition, the program would be facilitated by a counselor. The counselor provide supervision for parents about interaction in "Parent-Child Cooking" 10 hour (1Hr/week). As the result of paired-sample t test and process analyze were used to the Parent-Child Play Interaction Relationship Scale, Parental Skills Checklist and "Parent-Child Cooking" video. 1. The relation between parents and children had significant rising tendency which mean the "Parent-Child Cooking" program had strong

relation with the parent-child interaction, and the immediate effect was provide. 2. It had significant rising tendency which the intervention had strong relation with the appropriate Parental Skills, and the immediate effect was provide. 3. Several items had significant correlation ratio for attachment relationship: tracking, facilitate free and creating, convey understanding, express interesting, body position, help fluency, give responsibility. 4. Interaction patterns in parent-child cooking sessions: (1) Parents learned to reduce the "parent-dominated cooking" pattern. (2) Following the supervise, parents were aware of their parent-child interaction patterns and parents increasingly let children to dominate cooking to Semi-child-centric pattern. Both parents and children showed great interest and willingness to cook together: (1) "Parent-Child Cooking" provided enjoyable, undefended ways of interaction; (2) "Parent-Child Cooking" provided family members with special ways of interacting and understanding each other. "Parent-child cooking" promoted positive attachment between parents and children. 3. Following the progress of the "Parent-Child Cooking" program. Three families appeared Child-centric cooking pattern.

CHANGING NEGATIVE ATTITUDES TOWARD FOREIGN PRODUCTS: THE ROLE OF AFFINITY AND PERCEIVED VALUE IN CONSUMER BEHAVIOUR

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Anti-consumption is a relevant phenomenon in the study of consumer behaviour. Although anti-consumption attitudes take many forms, most researches have approached the study of negative attitudes towards foreign products. However, changing consumers' negative attitudes toward foreign products may be a difficult task. Recently, consumer affinity has emerged in the international marketing literature as an important construct that explains positive attitudes toward a specific foreign country. Accordingly, there is a lack of studies that analyse how affinity can mitigate negative attitudes and behaviours, especially in the consumption experience of foreign products. Therefore, it is necessary to understand the psychological variables that motivate and/or mitigate consumer intention to buy or avoid foreign products. Particularly, the analysis of consumers' reluctance to buy foreign products as a consequence of consumer affinity is virtually unexplored. Thus, the purpose is to contribute to the literature by investigating the formation of non-consumption responses to products of specific foreign origins. This research provides an insight into the underlying sources of consumer affinity and its behavioural impact on

anti-consumption decisions. Additionally, this study includes two possible mitigating variables of anti-consumption (consumer affinity and perceived value) to show the importance of this phenomenon in the construction of consumer behaviour. This paper also contributes to existing literature by integrating the concepts of ethnocentrism, product-country image and perceived risk in a conceptual framework and in a set of propositions describing consumer preference for -or resistance to buy- foreign products. Spanish horticultural sector has been chosen as a setting for this research. This sector has suffered the effects of recurring crises. These crises together with the raising of environmental consciousness and consumers' food safety concern have damaged its perceived image. To accomplish such objectives, a causal cross-sectional research will be designed through a survey aimed at consumers in the main destination markets (Germany, The Netherlands and United Kingdom), using a structural equations methodology. From a managerial point of view, it is essential to be informed about underlying attitudes that explain why local consumers will not make an investment in foreign products.

IMPULSIVITY, AUTOREGULATION AND SOCIOECONOMIC INEQUALITY: SEXUAL AND REPRODUCTIVE DECISION-MAKING IN URUGUAYAN ADOLESCENTS

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The study considered the importance of sexual and reproductive health in adolescents as a key determinant of the process of social inequality and the potential of this period of life as a second window of opportunity. Based on the perspective of Judgment and Decision Making and in the "dual" models of cognitive development, the project aims to analyze the role of impulsivity, self-regulation and socio-economic inequality in the process of sexual and reproductive decision-making in a representative sample of adolescents between 15 and 19 years-old living in Montevideo, the capital of Uruguay. The survey was carried out through the application of five behavioral tasks (Tower of London, Bart Analogue Risk Task, Stoplight Game, Game of Dice Task, Wechsler Abbreviation Scale of Intelligence / Matrix Reasoning-WASI); two scales (Consideration of Future Consequences Scale and Resistance to Peer Influence) and a questionnaire of sociodemographic information, socioeconomic level and sexual experience and behaviors. The experimental tasks and the scales were programmed by the research team in PsychoPy and the questionnaire in HTML. For the

field survey, a computer assisted self-interview system (CASI) adapted to portable computers of the Department of Psychology were used, which allows for automatic data collection and storage and designed to preserve the anonymity and privacy of the interviewees. The CASI system was developed by our research team between May and December 2017 for the first pilot phase of the study and its subsequent use in the data collection corresponding to phase 1 of the project in Montevideo, between June and November 2018. For the analysis of the data, a set of statistical models were adjusted, using linear and non-linear regression techniques, such as event history, sequence analysis and modeling of structural equations. The study was approved by the Ethical Research Committee of the Department of Psychology. We will present results related to the imbalance impulsivity-self-regulation differences by socioeconomic level and family characteristics; and the transitions and affective-sexual trajectories and risk taking in sexual behaviors differences by socioeconomic level and family characteristics.

SELF-REGULATION OF ACADEMIC GOALS AND ACADEMIC ACHIEVEMENT IN SPANISH ADOLESCENTS

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In the last years, within the field of Educational Psychology, the process of affective-motivational self-regulation has begun to generate interest as a determining factor in the educational success of students. From social cognitive theory, different researches claim that the proper management of motivation (e.g. self-direct the goals for learning) foster greater involvement and effort in the learning process and more use of appropriate learning strategies (Suárez & Fernández, 2013). In the present study, we examine the relationship of self-regulation of academic goals strategies and performance (GPA; grade point average). A sample of 740 adolescents (391 female and 349 male) enrolled in various secondary schools, with a mean age of 13.67 (SD=1.18) years, was recruited. The strategies of self-regulation of academic goals were measured with one of the subscales of Escalas de Estrategias Motivacionales del

Aprendizaje-Versión Secundaria (EEMA-VS; Suárez & Fernández, 2011). Students GPA were obtained from official high school records. Data were collected during the first semester of the academic year. Lineal regression analyses were conducted in order to test the effect of different types of achievement goals in GPA scores of students. Gender was included in the first step as a control variable. The result of regression of analyses was significant. The model accounted for 17% of the variance ($F(3, 712) = 49.571, p < .001$) of academic achievement. The strategies of performance and avoidance goals had a statistically significant standardized beta weight ($\beta = .104, p < .001$ and $\beta = -.323, p < .001$, respectively), but the strategies referring to the remaining types of goals did not. In sum, these findings substantiate the assumption that successful academic depends on motivational self-regulation strategies used by the students.

STUDENTS' BELIEFS ABOUT PEER BULLYING: EXPLORATIVE AND SOCIAL-DEMOGRAPHIC PERSPECTIVE

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Bullying is unwanted, repetitive aggressive behavior among school-aged children which includes a real or perceived disproportion of power. Peer bullying is a phenomenon which occurs in schools throughout the world. According to the UNICEF Serbia reports, approximately 65% of Serbian students experienced peer violence at least one time and around 22% endure constant exposure to it. However, only a small part of peer bullying is identified and dealt with, due to the fact that students, both victims and bystanders, report bullying incidents on rare occasions. The main objective of this study was to determine predominant types of students' personal beliefs about peer bullying, since the previous studies emphasize their significant impact on reaction to the violence. Other than that, the study aimed to investigate the relations between students' personal beliefs about peer bullying and different social-demographic characteristics such as gender, school success, birth order and family size. The survey was conducted on a sample of 255 students, who attended final grades of the primary school. They responded to the 20-item

Bullying-Related Beliefs Scale (B-RBS), designed by the authors themselves. The results indicate the presence of three different, yet mutually related types of students' beliefs: 1) bullying is a personal matter that shouldn't concern other students; 2) intervening during bullying situation requires special conflict resolution skills; 3) victims are responsible for being assaulted. Despite the well-established gender differences in the use of direct and indirect or physical and psychological forms of bullying, this research show that girls and boys have very similar personal beliefs about this phenomenon, in all three aspects. Birth order, as well as family size, cannot be considered as significant factors which influence the way students think about bullying. When it comes to school success, this variable is negatively correlated only with the belief that bullying is a personal matter that shouldn't concern other students. The research findings can be used in development of bullying prevention and intervention programs through reinforcing those kinds of beliefs that increase the individual's willingness to intervene in bullying situations.

PSYCHOLOGICAL SUPPORT FOR AN ELITE ATHLETE EXHIBITING POOR PERFORMANCE: A CASE STUDY FROM A JAPANESE UNIVERSITY

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This study explores the characteristics of an elite university athlete manifesting poor performance and discusses how to support their performance and mental health during and after university education. Elite university athletes sometimes betray their poor mental health through their sports performances. This occurrence likely results not only from athletes' physical traits, but also from internal desires to reconstruct family relationships that include parents, surrogates, and other family members. This research discusses an athlete who had these psychological characteristics during and after university. This is the case of an approximately 3-year support process for an elite Japanese university athlete who had been playing sports since elementary school. Throughout the support process, the athlete attended 23 sessions of psychological counseling. From the perspectives

of Marcia (1964) and Ogawa (2013), data from counseling were analyzed for the athlete's psychological characteristics. We found that the athlete was categorized as 'foreclosure' (Marcia, 1964), and 'Invaded' and 'Emotionally Unguided' (Ogawa (2013), types that display psychological immaturity and family dependency. In this case, the psychological safety was often interfered with by the sister and left unguarded by the parents. Lack of protection by the parents from the sister's interference caused the athlete to display frequent fails in sports. Providing psychological support focused on family relationships was effective for the athlete. We conclude that considering codependency between athletes and family members is essential and that reconstructing family relationships should be the main focus for assisting athletes.

THE MEDIATING ROLE OF “FEAR OF MISSING OUT” BETWEEN LONELINESS AND SOCIAL NETWORKING SITE ADDICTION TENDENCIES

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Previous studies have suggested that psychological factors such as loneliness are related to excessive use of the Internet. Social networking sites (SNSs) are currently one of the most popular applications of internet use. As SNS usage becomes endemic among young adults, there has been increasing interest in the relationship between SNS addiction tendency and psychological factors such as self-esteem, loneliness, and depression. In this study, we examined the mediating role of “fear of missing out” (FoMO) between loneliness and social networking site (SNS) addiction tendencies. FoMO defined as a pervasive apprehension that others might be having rewarding experiences from which one is absent; it is characterized by the desire to stay continually connected with what others are doing. We hypothesized that the relationship between loneliness and SNS

addiction tendency is mediated by FoMO. Participants comprised 116 Japanese undergraduates. They completed the UCLA loneliness scale-Japanese version, the FoMO scale, and the SNS addiction tendency scale. Using mediation analysis, it was found that loneliness was positively linked to SNS addiction tendency (.17, $p = .06$). Furthermore, when controlling for FoMO, that relationship was not confirmed ($-.05$, $p = .55$). Loneliness was positively linked to FoMO (.37, $p = .00$), and FoMO was positively linked to SNS addiction tendency (.60, $p = .00$). Thus, a mediating effect of FoMO between loneliness and SNS addiction tendency was suggested. The results reveal implications for what hinders healthy SNS use and the importance of including psychological traits and motivation of SNS use patterns to disentangle the causes of SNS addiction.

THE EFFECT OF EMOTIONAL FILMS AND SUBTITLES ON OVERT ATTENTION: AN EYE TRACKING STUDY

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In Taiwan, the use of subtitle is common in many TV programs and movies. Many have shown that the use of subtitles can benefit learning of foreign language. However, very few studies address how subtitle types and films of different emotion types affect the participants' eye movements on subtitles. In the current study, participants watched a short clip (neutral, angry or fearful) with different subtitle types (standard Mandarin, distracting or no subtitle). All clips are dubbed with Mandarin. Nepali is served as a distracting subtitle. Participants' eye movement patterns while watch the film and post-film self-reported

questionnaire are measured. Regardless of emotion types, participants may have more dwell time and fixations on the standard subtitle than the distracting subtitle and no subtitle conditions. This may indicate that watching a meaningful, standard subtitle may be an automatic behavior. Also, participants may have less dwell time and fixations on the standard subtitle when watching anger film than neutral and fearful films. This may suggest that angry faces or sounds in the anger film may attract attention faster than neutral or fearful faces.

HOW MANY DAYS DO RESEARCHERS HAVE TO WAIT FOR THEIR PAPERS TO BE PUBLISHED?

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This study aimed to calculate the time lapse between the submission of a manuscript to a journal and its acceptance, and to ascertain the factors that influence this duration. Most graduate schools require doctoral candidates to publish articles in peer-reviewed academic journals before the Ph. D is conferred on them. In addition, it is useful for scholars to know how long it takes to publish a paper because they must evince a number of published papers to successfully search for a job and to build a career in academia. In total, four publications were selected for this study. The Japanese Journal of Educational Psychology, Cognitive Studies, and the Japanese Journal of Personality recorded the highest Impact Factors (IFs) among Japanese psychological journals in 2010 (Kato et al., 2015). Psychological bulletin registered the second highest global IF in its domain in 2010 (Scimago, 2018). The data for the investigation included the dates of receipt and acceptance of original manuscripts in the above journals between 2008 and 2017. The annual aggregate of original

articles published during the same period was also computed. Japanese journals averaged 350 days ($n = 503$, $SD = 191$) and the Psychological Bulletin took 366 days ($n = 396$, $SD = 170$) on average from the date of receipt to the date of acceptance in the decade for which the data were studied. There was no significant difference between the Japanese journals and the international publication. The combined data for all four journals were used to correlate the annual average time lapse with the number of papers published in that year ($r = .524$, $p = .0005$, $CI = [.259, .903]$). Researchers must wait a year for their papers to be published in the selected journals. The results of this investigation did not conform to Sakamoto's assertion (2013) that English Journal articles tend to be reviewed faster than Japanese. This investigation did not consider acceptance rates. Further studies should scrutinize the acceptance rates, collect data over a larger span of time, and explore other psychological journals.

THE EFFECT OF SUBTITLES ON EYE MOVEMENTS

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In Taiwan, subtitle is usually a default setting when watching movies and TV programs. We examined how subtitle types, cognitive load, and lecture topics (math or English) affect the participants' tendency to watch subtitles and learning outcomes. Participants watched one 5-min lecture film (math or English with high or low cognitive load) with three different subtitle conditions (standard, distracting, or no subtitle). We measured participants' eye movement

patterns, cognitive load, and their comprehension test after the film. We report that in regardless of lecture topics, participants may have more dwell time and fixations on subtitle area in standard subtitle condition, comparing to distracting subtitle and no subtitle conditions. Participants may have more dwell time and fixations on the subtitle when watching English film than match film. Watching standard subtitle can benefit performance of comprehension test.

THE RELATIONSHIP AMONG SELF-FORGIVENESS, DIALECTICAL THINKING, AND EMOTION REGULATION DIFFICULTY IN PROFESSIONAL HELPERS: A PILOT STUDY

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According to a meta-analytic review study, "self-forgiveness robustly predicted psychological well-being, as well as other mental health correlates." Besides, dialectical thinking based on Asian philosophy is found to be related to coping flexibility, which implies its effects on emotion regulation and adjustment. In the society based on Confucianism, it has always emphasized and praised the dedication of job responsibilities. Hence, it can reasonably be predicted that the potential stress of professionals who work in the mental health related settings is very heavy, leading to an important health issue of concern. The main purpose of this study was to examine the hypothesized relationships among self-forgiveness, dialectical thinking and emotion regulation difficulty in professional helpers in Taiwan. Participants were 196 professional helpers (39 male and 157 female). The mean age was 31.79 (SD = 7.90); the mean seniority was 6.28 (SD = 5.93). They gave the informed consent and completed the "State Self-Forgiveness Scale (SSFS)", the "Dialectical Self Scale (DSS)", and the

"Difficulties in Emotion Regulation Scale (DERS)". The social desirability was controlled. The National Cheng Kung University Human Research Ethics Committee reviewed and approved the study's protocols. The data was analyzed by using descriptive statistics, correlation, and hierarchical regression. The main findings reveal that there was a significant negative correlation between SSFS and DSS ($r = -.34, p < .01$), and significant negative correlation with DERS ($r = -.71, p < .01$). Besides, DSS was positive correlated to DERS ($r = .36, p < .01$); self-forgiveness has a statistically significant main effect on predicting the helpers' difficulties in emotion regulation ($\beta = -.63, p < .001$). Results revealed an interesting finding that dialectical thinking may not be a useful coping cognition as we thought for Asian professional helpers, but their state of self-forgiveness did reveal a potential effect on reducing the difficulties in emotion regulation. Further research, therefore, is needed to provide more empirical validation.

SCHOOL DISENGAGEMENT OF HIGH SCHOOL STUDENTS WITH RESIDENTIAL CARE IN JAPAN

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More than half of the children who need out-of-home care are provided residential care settings under the Japanese child welfare system. Previous studies indicated the challenges the residential care youth face regarding their social adaptation and career trajectories after leaving the care facilities. School disengagement should be focused on to improve their adaptation after residential care. This is true especially for high school, which is the period just before leaving the residential care setting. The purpose of this study is to reveal the risk factor for dropping out of high school among residential care youth in Japan. Eighty-nine residential care facilities completed a questionnaire focused on the characteristics of high school students in their facilities, including the statement of continuing school, experiences of maltreatment before entering institutions, diagnosis of disorders, and the time of admission to the facilities. The data of 773 young people were analyzed. Multiple logistic regression analysis was used to determine the risk factors

for dropping out. The ratio of dropping out from high school among youth in residential care was 19.3% (n = 149) higher than the ratio of all youth in Japan (1.3%). There was no significant effect of gender, maltreatment experience, or diagnosis of disorders on dropping out. On the other hand, the time of admission had a significant effect on dropping out. The risk of youth admitted at junior high school age were significantly higher than those admitted at the preschool age (odds ratio = 1.87; 95% confidential interval: 1.21-2.87). These results generally demonstrated that residential care youth have a high risk of not adapting to high school. Youth receiving long-term care showed better conditions with high school continuances. In this respect, the quality of care in residential care facilities can affect the level of social adaptation. This indicates the importance of psychological treatment and educational support for youth who entered child-care settings in a later period.

ABOUT THE WAYS OF DISCOVERY

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A clear example of attempts to solve the problem of ingenuity and discovery is G.S. Altshuller theory of solving ingenuity problems (TSIP). From 1946 to 1971, G.S. Altshuller examined 40,000 patents, classified the solutions that he found in five levels, detected general algorithms and forty standard methods that were used by the inventors. Later, the author studied the biographies of prominent figures of science and art and proposed the concept of life strategy of a creative personality (LSCP), having identified the personality characteristics necessary for its realization: 1. Socially useful purpose 2. A set of plans to achieve the purpose 3. High performance 4. Good problem solving technique 5. Ability to defend one's ideas 6. Productivity G.S. Altshuller assumed that together these characteristics allow one to correctly respond to life circumstances that oppose creativity. That is the way to realize the LSCP [1]. Today TSIP is gaining popularity among teachers and businessmen. The International Association of TSIP includes regional public organizations from Russia, Ukraine, Belarus, the USA, Japan, Estonia, France, Israel, Italy and other countries. However,

criticism of TSIP is also widespread. Despite the fact that TSIP offers a high-quality description of the conditions and algorithms of discoveries, this concept does not reveal their mechanism. There is a theory that allows one to reveal this mechanism. It is the theory of creativity of D.B. Bogoyavlenskaya. In D.B. Bogoyavlenskaya theory creativity is understood as activity's development realized by a person on his or her own initiative. This happens when activity develops outside of the frame of situation requirements. Going beyond the frame of situation requirements is explained by the cognitive motivation dominance in the structure of personality. The "Creative Field" method, which is developed within the framework of D.B. Bogoyavlenskaya theory, allows one not only to diagnose creative abilities, but also to predict the possibilities of innovative achievements [2]. 1. Altshulle G.S., Vertkin, I.M. 1994: How to become a Genius: the Life strategy of a Creative Person. – Minsk. 2. Bogoyavlenskaya D.B. 2009: Psychology of Creative Abilities – Samara: Fedorova Publishing House.

USING SANDTRAY INTEGRATING DISCRIMINATION MODEL IN COUNSELING SUPERVISION: AN INITIAL EMPIRICAL ANALYSIS

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The purpose of the present research aims to explore the impact of sandtray integrating discrimination model on supervision relationship and supervision efficacy. The study recruited six paired counseling supervisors and interns from three university counseling centers in Taiwan. Before conducting clinical sandtray supervision, the supervisors received professional training on sandtray therapy for two days, discrimination supervision model for two days, and sandtray integrating discrimination supervision model for two days, with a total of six days. Then, the supervisor conducted individual sandtray supervision to the paired supervisee weekly, with a total of 12 supervision sessions. The sandtray supervision is conducted following a 7 step-by-step supervision model. In addition, the supervisors complete the Sandtray Supervision Self-Evaluation Form after conducting sandtray supervision, while the supervisees fill out the

Anticipatory Supervisee Anxiety Scale before receiving sandtray supervision. To investigate the supervision relationship more deeply, each research participant is interviewed individually with a semi-structured interview guide once a month, with a total of three times. All interview data is audio-taped and then conduct as verbatim transcription. Grounded-theory approach is utilized for qualitative data analysis. All instrument data is analyzed using SPSS software to determine supervision efficacy and supervisee's anxiety level. Based on the results, it is expecting to acknowledge the impact and efficacy of the sandtray supervision model and its application. It is also expecting to establish the fundamental research for future expressive individual supervision model. Based on this study and its results, the present study contributes to the research area on clinical supervision and its application.

SOCIAL REPRESENTATION AND DEHUMANIZATION: A MEDIA STUDY ON THE INVOLUNTARY IMMIGRANT

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Dehumanization has been a theme of interest for social psychology, especially in the last decade. Recent studies tend to explore phenomena of a more subtle, everyday nature. From such perspective, diverse targeted groups are seen as victims of dehumanization, particularly involuntary immigrants, who often suffer dehumanizing treatments – implicitly or explicitly – in the countries they choose to migrate to. Regarding the Brazilian context, it is estimated that the country received 126,102 applications for refugee status between 2011 and 2017. Media such as the internet, magazines, and newspapers routinely feature stories on voluntary or involuntary immigration, and the immigrants' life histories, in Brazil and worldwide, are broadcasted. Thus the ways the media portray and convey information on involuntary immigrants – the focus of this work – through social stereotypes, can contribute to the formation of social representations. Social representations are theories of common sense created by groups so as to make sense of reality, and may predict behavior. The concepts of stereotype and social representation are

interconnected, referring to the images that a society builds regarding the other, and stereotyped social representations can sustain social discrimination practices. This research aims at identifying the social representation of the immigrant disseminated by media in Brazil, employing a documental study. Data were collected from the digital archives of *Veja* magazine and *Folha de São Paulo* newspaper in the internet, covering the publications from January 2013 to December 2018. All content in the magazine's and newspaper's reports that dealt specifically with themes related to immigrants/involuntary immigration were selected. The resulting textual material was submitted to a descending hierarchical analysis (DHA) through IRaMuTeQ software, which helped to identify the content of social representations about the immigrants, as well as the stereotypes circulated by the printed media. The preliminary results point that the main themes connected to the immigrants are: precarious health and housing, unemployment, and physical and psychological violence, which they suffer when they arrive in the new country.

SUSTAINABLE TRANSITION IN ITALY: CONTRIBUTIONS FROM SOCIETAL PSYCHOLOGY

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The current transition towards low-carbon energy systems involves a deep socio-technical shift, which affects technological, political, cultural and individual levels. Environmental psychology has largely contributed to understand the relationships between values, beliefs, norms, affects, and pro-environmental behaviours. However, the on-going transition also involves deep cultural changes. Cultural and constructivist psychological approach suggest that these transformations interact and should be seen as a constitutive part of the individual mind. However, further research is still needed for understanding these symbolic processes and for promoting social change effectively. We suggested that Social Representations Theory – and its links with cultural approaches – may be used as an overarching framework to overcome psychological reductionism and structural determinisms, as well as to re-connect technical and human, social and individual accounts of sustainable transitions (Sarrica et al., 2016). Drawing on such a societal psychology perspective, this contribution presents a line of research aimed at assessing social representations which foster or hinder sustainable energy and cycling (as a key path to sustainable urban mobility) in Italy. Data were

collected at national (i.e. press, political debates, visual data), situated (i.e. local press, semi-structured interviews with key people, ethnographic data), and individual (i.e. self-reports, photos, focus-groups) levels. A mixed-method approach (including quantitative analysis, lexico-metric, hermeneutic and content analyses) was adopted to exploit the data. The results exemplify encounters and tensions between co-existing representations, which have relevant implications for policy makers and communication campaigns. Political and press discourses foster stereotypical views of citizens, based on their lack of agency and/or environmental consciousness. Cycling is also represented by the national press as something 'other' from the 'normal' transportation modes, and limited to leisure or infancy. At situated and individual level, however, alternate representations emerge which are anchored to locally meaningful practices and self-positioning (as consumers, daydreamers or activists). Local communities and sub-groups resist, negotiate and transform societal representations, giving raise to more active views of citizens involved in sustainable energy transitions and sustainable urban mobility.

THE EFFECTS OF EMOTION ON INTERPRETATION BIAS OF COLLEGE STUDENTS WITH TRAIT ANGER

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Studies have shown that trait anger is the individual trait anger in a situation of trait anger stimulates manifestation of anger. For individual trait anger, different emotional state will cause the individual interpretation bias, fuzzy information tends to be interpreted as a threat, thus in a passive state. In order to understand the students' trait anger in a different emotional state of interpretation bias, to guide students to better control the emotional trait anger in daily life situations. The research adopts questionnaire method and experimental method, study of high, low trait anger of college students in the positive, neutral and negative emotional state to explain individual differences. Study of 200 college students from a university, at the age of 18-22, half of men and women, Using self-rating Anger Scale (trait anger subscale) screening, the selection of high and low trait anger group of

each 60 people, half of men and women, a total of 120 people, randomly divided into positive, neutral and negative emotion group, complete interpretation bias test. The results of the study found: (1) High and low trait anger among college students in different emotional states have obvious explanation bias, Tend to explain the information ready to accept either course as threatening meaning; (2) In negative emotional state, high and low trait anger 'interpretation bias than positive emotion and neutral emotion is more obvious; (3) Explain the male and female college students' trait anger under different emotional states tend to have no significant difference. Research proposals: To improve the students' emotional attention trait anger, especially anger under the condition of interpretation bias, in order to avoid violation of social rules and deviant behavior.

ARE THEY COMPULSIONS OR MALADAPTIVE EMOTION REGULATION STRATEGIES?

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Emotion regulation (ER) is associated with the way of people's descriptions of their emotional experiences and responds to these emotional experiences (Diefenbach, Tolin, Meunier & Worhunsky, 2008). It is described as the ability of smoothing and managing these experiences to enhance adaptation and psychological functionality (Jacob, Morelen, Suveg, Brown Jacobsen & Whiteside, 2012). It is shown that deficiencies in ER are seen in various psychiatric disorders (Berking & Wupperman, 2012). One of these disorders is obsessive-compulsive disorder (OCD). People with OCD experience excessive anxiety when they encounter disorder-related stimulus. They feel they have to do compulsions to decrease the anxiety that accompanies obsessions. On the other hand, they are aware of irrationality of their compulsive rituals. However, they cannot resist these behaviors because they experience overwhelming anxiety. Having regard to this information, it is thought the excessive

anxiety related to disorder-related stimulus could be associated with impairment of ER mechanisms. It is also thought compulsions actually could be maladaptive ER strategies. In this study, the position of compulsions among maladaptive ER strategies is argued. Reviewed studies were reached by searching "obsessive compulsive disorder" and "emotion regulation" keywords in Web of Science database. Master and doctoral dissertations were excluded. 102 articles were reached and the 20 of them were included because of the study's aim and their relevance degree. Reviewed studies remarked the relation between OCD symptomatology and the ineffective use of ER strategies. From this point of view, opinions about how the ER components could be included in OCD therapies were reported. As a result, the use of components for the development of ER skills in OCD treatments was considered to increase the efficiency from the treatments.

DO WE REALLY PRIME SELF-CONSTRUALS? EXAMINING THE EFFECTIVENESS OF TWO COMMON PRIMING PROCEDURES

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The concept of self-construal refers to the construction of self based on the social relations. Past research have categorized and well established two main orientations for regulating the self and behaviors: Independent self-construal (e.g. separation oriented) and interdependent self-construal (e.g. relationship oriented). Although these two orientations acquired early in life and highly stable (Markus & Kitayama, 1991), there is evidence that it is possible to prime a certain self-construal. In the literature, there are certain techniques triggering or priming independent or interdependent self-construal (Oyserman & Lee, 2008). Similarities and Differences with Family and Friends task (SDFF) (Tramifow, Triandis & Goto, 1991) and Pronoun Circling (PC) task (Gardner, Gabrielle & Lee, 1999) are two of the most commonly used priming procedures (Oyserman & Lee, 2008). In this study, we examined the effects of these two

priming procedures on self-construals. SDFF and PC tasks were used to prime the participants' (N = 98) self-construal. In order to find out the effects of these two tasks on self-construal, we used Autonomy and Relatedness Scale (ARS) (Kağıtçıbaşı, 2006) and drawing task (Masuda et al., 2008) as dependent measures. Results showed that any of the priming procedures (namely SDFF and PC tasks) didn't have an effect on neither ARS score nor drawing task measure in statistically significant level. This study was conducted to examine whether priming the independent or interdependent self constructions increase the accessibility of relevant self-construals. Consistent with the claim that self-construals are trait-like and long standing constructions, our findings demonstrated that the most frequently used priming procedures might not always manipulate the self-construals expectedly (Levine et al., 2003).

PASSENGERS' SAFETY CULTURE ON THE RUSSIAN RAILWAYS

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The critical role of the human factor in safety transportation is designed for risk reduction through transition to the pro-active approach forwarded planning and anticipatory of accidents and based on pre-emptive mapping of risks, analysis of trends and removing incidents background. The paradigm shifts from technocratic approach to humanistic approach and from measurement by number of accidents to comprehensive assessment of mentality and behavior.

The notable trend for recent years is a marked expand safety culture subject involving all possible participants to conceptual field particularly for end users. Purpose of the study was to verify the existence of safety problems and to evaluate the passengers' safety culture. Method: Safety Culture Questionnaire (Oboznov et al., 2014) included assessment of cognitive, affective, conative, value components basing on the case method. Participants: N=86 passengers. Some contradictions were found between user attitudes and disproportional high rates of their violations of safety. The passengers' key feature is the lack of safety-specific training, which entails the unformed safety culture. Neither real knowledge and skills in an emergency nor

awareness of potential risks are the necessary condition for emergency response capacity. However, the level of awareness plays the key role in allocation of responsibility in emergency and non-emergency situations. The railway staff sees the passengers as full partners in maintaining security, while passengers take the passive role of consumers of transport services. The shift of responsibility is interlinked with different types of passengers' non-safety behavior, attitudes. The first cluster of passengers is potentially capable of passive and selfish-hedonic wrongdoing correlated to transferring the responsibility to staff and sense of own impunity. Readiness to act determined by comfort level maintenance. The second cluster is more prone to active wrongdoing correlated with illusions of self-esteem, overconfidence in the technique and safety system. The effective ways of improving safety culture related to two approaches with diverse effectiveness to these groups: enlarging range and radius of their autonomous adequate operation through all inner safety culture components; external factors development primarily control and automation. The study was funded by Federal Agency for Scientific Organizations according to the research project № 0159-2019-0001.

VIOLENCE AND COPING FOR WOMEN IN STREET SITUATION

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Although the number of women on the street is lower than men, the probability of rights violations increases because they are more vulnerable in this context. For this, women use different coping strategies, considered as a set of self-regulatory efforts that adjust the individual's responses to coping with stressful situations, according to the Coping Motivational Theory (CMT). With this, this research aimed to understand how women in street situation perceive violences and which coping strategies they use. This is a study with a qualitative approach. Semi-structured interviews were conducted with 17 women in street situation, older than 18 years, occupying the streets of a southern region of Brazil. For the analysis of the data, a categorial content analysis was used. The results pointed out four categories of analysis: Violence in daily life; Explanations and influences; Consequences of violence; and Coping, according to the categories pre-defined by CMT, the most recurrent clashes were: isolation, self-confidence, opposition and search for support,

demonstrating the use of both adaptive and bad adaptive strategies. The contents showed beliefs, representations, life histories and their daily lives permeated by violent situations that occur in different forms (physical, psychological and sexual violence), and by different authors (civilian population, police, State and other street people). In addition, the participants made several attributions of causality to the violence, which tend to negatively affect their lives, requiring the use of coping. In addition, there were reflections on gender, being recurrent the feeling of fear associated to the insecurity of being alone in the streets. For this, some women reported having a companion as a coping strategy. At the same time, there have been speeches that deconstruct the stereotypes of fragile and dependent, as they demonstrate strategies of opposition as well, illustrating violence as constitutive of street life. It is concluded that the violence experienced by street women is different and must be reflected in its complexity.

THE DIAGNOSIS OF JUNIOR MIDDLE SCHOOL MATHEMATICS LEARNING DISABILITY: BASED ON THE COGNITIVE DIAGNOSIS THEORY

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How to make accurate diagnosis for the mathematics learning disability has been the focus of psychology and education field for many years. The common diagnosis methods (including The Grade-Level Inconsistent Model (GLIM), DN: CAS assessment, ERP technology and so on) could not take both accuracy and efficiency into account, therefore, we try to use Cognitive Diagnosis Theory to improve the diagnosis accuracy and efficiency. In this study, we analysed the literature in existing databases at home and abroad by Citespace1.0, then we compiled an exam questionnaire, gave its Q matrix for the subsequent diagnostic tests and Model Fit Analysis and tested 282 students, at last we got 227 available questionnaires. The data analysis tools are R and Spss20.0. The attribute hierarchy model of junior middle school mathematics learning difficulty which was preliminarily established through literature

analysis and expert evaluation method is reasonable ($RMSEA=0.054$). Based on the cognitive diagnosis theory, the diagnosis of students with mathematics learning disability in middle school is basically in line with the expectation and the diagnostic accuracy is good ($> 70\%$). In this study, children with mathematics learning difficulty can be divided into 9 types, the diagnosis of the mathematics learning disability children's show that their metacognitive ability deficit is mainly about insufficient strategy using. The result indicates that the subsequent remedial teaching should be mainly about metacognitive strategy training. The study also shows that it is feasible to use the cognitive diagnostic theory to establish diagnostic tests for children with difficulty in math learning. To sum up, this study is a useful attempt to Cognitive Diagnosis Theory applies.

A PROPOSED MODEL OF CROSS-CULTURAL COMPETENCE, EMOTION REGULATION, INTERCULTURAL ADJUSTMENT AND ETHNIC OUTGROUP AGGRESSION

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The idea that intergroup anxiety and susceptibility to persuasion can lead to higher ethnic outgroup aggression has been referred to many times in recent history. This is not surprising as research shows that an increment in anxiety and high susceptibility to persuasion are significantly related to aggressive behaviors (Berkowitz, 1990; Stupar-Rutenfrans et.al., in preparation). Consequently, the 'Not In My Back Yard'-effect, referring to negative attitudes towards migrants based on perceived cultural threat (Craig et al., 2013), is evident when citizens complain about new refugee camps in their area. Importantly, the degree to which individuals choose to adapt during an intercultural encounter is guided by emotion regulation (ER); individuals who rarely suppress emotions are less likely to adapt (Matsumoto et al., 2005), which may lead to higher ethnic outgroup aggression. In our previous research, conducted among 2,482 mainstreamers in 10 countries (Stupar-Rutenfrans et.al., in preparation), we found support for our earlier model in which in all mainstream groups' emotion regulation, nationalistic attitudes and national identification mediate the relation between intergroup anxiety, susceptibility to persuasion, and contact with

ethnic outgroups as antecedents, and ethnic outgroup aggression as outcome ($\chi^2 = 1028.071$, $p < .001$; $\chi^2/df = 1.955$, CFI = .938, RMSEA = .02). High intergroup anxiety toward ethnic outgroups and susceptibility were associated with low ethnic outgroup aggression when ER was taken into account. We now expand the previously tested model by speculating that cross-cultural competence (CCC) is a predictor of intergroup anxiety and susceptibility to persuasion (the higher the CCC, the lower the intergroup anxiety and susceptibility to persuasion). Thereby, ER can be seen as a mediator of the CCC-intercultural adjustment relationship. Notably, higher intercultural adjustment will lead to lower ethnic outgroup aggression and better well-being. Because of the lack of literature on the CCC-ER-intercultural adjustment-ethnic outgroup aggression relationship (including the role of intergroup anxiety and susceptibility to persuasion), more extensive research is needed to prevent increased ethnic outgroup aggression. Moreover, understanding the predictors of aggression toward ethnic outgroups can contribute to an inclusive society where everyone feels valued and where diversity is seen as a strength.

EMPIRICAL RESEARCH ON SOCIOCULTURAL AND PSYCHOLOGICAL CHARACTERISTICS OF GENERATION Z

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Being intensively discussed in scientific communities, psychological changes are associated with recent sociocultural transformations (J.Palfrey, U.Gasser, A.Asmolov, A.Mudrik, S.Poliakov, G.Soldatova, V.Sobkin, etc.) The research is focused on: features of modern youth subcultures; impact of social networks, online games and Internet activities, – factor analysis of social differentiation of childhood and adolescence; problems of sociocultural identity of the youth; pedagogical influence on these phenomena. These issues are studied in the context of “theory of generations” (N.Howe, W.Strauss; E.Shamis; M.Miroshkina). Special attention is paid to “Generation Z”, whose values in Russia are shaped by such statements as “the Internet has always existed”, “Putin has always governed”, “The Crimea is ours”. Following Howe and Strauss we state that analyzing generations is worthwhile to single out intergenerational border groups. Empirical studies analyzing sociocultural and psychological phenomena characteristic of this social community are completely inadequate. Our study involves certain steps in concretization and refinement of data on “Generation Z”. The study involved 86

schoolchildren (aged 14-15), referred to as “Generation Z”, and 90 students (aged 18-19), assigned to the border generation group (“Generation Y-Z”). Research method is questionnaire. Mann-Whitney test was used to process the data. Significant differences were found (at the level of 0.01) for the following statements: “I started using the Internet before school”, “I started using a cell phone before school”, “I have more friends in the net than in the real life”, “I spend free time talking on a cell phone or texting (14-15-year-old schoolchildren); “Parents are the authority for me, they have more knowledge and experience”, “I usually get answers to my questions from parents”, “I spend my free time with friends or family” (18-19-year-old students). The results give grounds for several variants of data interpretation: – the study reflects typical features of the selected generation groups – results express features of only a certain part of the studied generation groups – the obtained data reflects the “classical” features of adolescence and schoolchildren Verifying these scientific ideas is a key point of our future research.

THE IMPACT OF TEAM DIVERSITY ON DESIGN PERFORMANCE

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Today's works are often completed in a team, organizational performance can be improved through team cooperation, communication and coordination. However, the diversity of team members will affect team performance and may have positive or negative impacts. Team diversity refers to the degree of distribution and differentiate of team members in demographic attributes or potential characteristics, that is, the degree of heterogeneity. This study investigated the effects of team diversity on design performance. In this research, the variables that measure the demographic attributes of team diversity include gender diversity, diversification of ranked at home, and diversification of family socioeconomic status, the potential related attributes are measured by the diversity of the five personality traits of the team members (neuroticism, conscientiousness, openness to experience, extraversion and agreeableness). The dependent variable, the performance of the design team, was measured by whether the teams advance to the semifinals or not. In this research, online questionnaires were used to collect valuable data from the engineering design competition when registration. After sorting the

data, there are 319 people grouping into 171 teams, deleting the invalid questionnaire and single participants, there are 148 teams was composed of 296 team members, the valid response rate is 92.7%. After logistic regression statistical analysis, we found that gender diversity of team members has a negative impact on design performance. In other words, team members have a better design performance with the same gender. The diversification of family socioeconomic status was positively related to the design performance, means that members from different growth backgrounds can improve design performance. However, the diversity of the five personality traits has no significant impact on design performance. The results of the study have some implications for the recruitment of members of the design team. When forming a team, the gender, education, experience and personality traits of the members are often the main considerations. However, according to the results of this study, gender and family socioeconomic status can be regarded as an indicator for organizations' recruitment or allocation.

SELF PORTRAIT AS A WAY OF PROFESSIONAL SELF-KNOWLEDGE

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Idiographic approach to professional training of bachelors, allowing each student to speak his own language; the concept of self-images by O.I. Genisaretsky, considering them as a subjective condition of high professionalism; the concept of socialization, understood as social reality constructed by a human construction. Subject matter: identification of the main functions of psychological self-portrait. Projective techniques in the form of verbal self-portraits "My personality", "I am a professional"; drawing techniques; role-playing and group discussion. Sampling consisted of 95 bachelor students (36 male and 59 female) of the first, third and fourth years of education of Industrial-and-Pedagogical Faculty and Faculty of Physics, Mathematics and Computer Science, majoring in Professional Education. The main analytically identified functions of self-portraits are grouped into two subsets: 1) self-portrait functions for university teacher: a way to motivate students to study a psychological discipline; a means to control the completeness of psychological information assimilation; a source for a teacher to get aware of psychological problems having increased subjective significance for students. 2) self-portrait functions implemented by students in their professional development: a source of

awareness of mistakes in choosing a profession; a means of fixing conscious and accumulated information on their personality; indicators of the ability to correlate the content of self-portrait with the components of professional self-consciousness; a means of activating reflective processes. The use of projective techniques (self-portraits and drawings) and active teaching methods (role-plays and group discussion) stimulate reconstruction of relations: 1) between a university teacher and students – potential teachers of vocational training, in the direction of constructive dialogue; 2) students' attitude to the psychological information which is subjectively valuable material of construction a number of self-images – regulators of educational and professional activity; 3) university teachers' priorities in the formation of professional skills: in the era of digital economy development of soft skills or universal skills becomes essential. Conclusion: stimulation of reflexive processes should be considered a fundamental function of self-portraits as these processes provide psychological information with the status of "living" knowledge according to V.P. Zinchenko. At the same time "living" knowledge can become a trigger for the formation of universal skills.

THE STUDY OF PSYCHOLOGICAL CHARACTERISTICS OF UNDERGRADUATE STUDENTS BEFORE AND AFTER RUSSIAN "PERESTROIKA"

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The current empirical study (ongoing from 1992) is aimed at analyzing the influence of the socio-political events in Russia (primarily of the "perestroika" crisis of 1985-2000) on the formation of the basic psychological characteristics of the youngsters. Two groups are compared. For the first – participants born in 1973 – personality formation took place during "pre-perestroika" period. Testing – 1992 (150 persons). Participants of the second group – born in 1992 – belong to "post-perestroika" generation. Testing – 2016 (150 persons). Both groups are composed of medical students (sophomores) from a university in central Russia. The report gives generalized data from three psychodiagnostic tests: 16-PF, Intelligence Structure Assessment (R. Amthauer), MMI (J. Nuttin). The most important are two results obtainable only in the course of complex data processing (taking into account parameters of all three main psychodiagnostic tests). First, the index of structural integration has grown considerably (almost one and a half times: from 209 for the subjects of the first group to 293 for

the subjects in the second), as well as the index of structural organization (from 30 to 122, four times). Second, the most significant changes in the index of structural integration took place for the following particular characteristics: category C (MMI test, "social motivation" – quintuple growth in the second group); factor B (16 PF, "abstract thinking", triple growth in the second group), factor C (16 PF, "emotional stability" – more than quadruple growth in the second group) and more than triple growth in five parameters in Intelligence Assessment subtests ("oddball task", "search for analogies", "arithmetic operations", "figure selection", "spacial perception"). Defining parameters of behavior of the "post-perestroika" youth are primarily systemic variables uniting values from separate tests. The main particular changes are: growing interest in social life, rationality in the regulation of behavior and intensification of intellectual development (with a slant towards "analogous" thinking). The research have been supported by RSF grant (project N 18-18-00157)

THE ARMENIAN JOURNEY ON THE ROAD OF UNCONSCIOUS

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1915 events, where 1.5 million Armenians died during relocation, are experiences of massive cultural trauma for Armenians. The effects of such massive cultural traumas are known to be transmitted to the next generations (Auerhahn & Laub, 1998). The aim of the current study is to explore trauma transmission in a sample of third generation Armenians in Turkey. In order to explore these experiences, interpretative phenomenological analysis was used. In line with its principles, a small and homogeneous sample of five participants was formed. Analysis revealed four superordinate themes: routes of transmission, psychological repercussions, revival of the transmitted, coping with the emotional inheritance. The first superordinate theme represented that this trauma transmission occurred mostly through unconscious ways. The second superordinate theme represented psychological impacts of this transmission, which were fear from the outside world, feeling of being the undesirable one within the society, anger, and an inner sense of bereavement. The third theme was reflecting how this past trauma is revived today with new events. This revival happened both through direct (anniversaries) and indirect reminders (being exposed to

discrimination) of the 1915 events. Final superordinate theme represented how participants coped with these intense experiences. It was found out that they were mostly hiding themselves within the Turkish society, staying silent and repressing their histories. These results showed overall that ancestors' traumatic histories and intense feelings were mostly unconsciously transmitted to the third generation Armenians. Since there is a silence concerning 1915 events in Turkish society, it was not possible for them to process, and integrate these traumatic experiences. These results may provide some suggestions to clinicians who work with this cultural group. Special importance should be to help clients verbalize these experiences in order to heal psychological scars of the past (Danieli, 1998). Auerhahn, N. C., & Laub, D. (1998). Intergenerational memory of the Holocaust. In Y. Danieli (Ed), *International Handbook of Multigenerational Legacies of Trauma* (pp. 21-42). New York: Plenum Press. Danieli, Y. (1998). Introduction: History and Conceptual Foundations. In Y. Danieli (Ed), *International Handbook of Multigenerational Legacies of Trauma* (pp. 1-17). New York: Plenum Press.

A STUDY ON THE SUPPORT OF ELEMENTARY SCHOOL COUNSELORS FOR CHILDREN WITH NEURODEVELOPMENTAL DISORDERS

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In Japan, about half of elementary school counselors (ESCs) consult on neurodevelopmental disorders. The Japanese school counseling system was introduced in response to school refusal and bullying, and full-fledged deployment of school counselors to all public elementary schools began in 2018. One problem is that the education and training system for ESCs, especially in working with children with developmental disabilities, is insufficient. There is no standard form of support, and ESCs provide support through their efforts and ingenuity. The purpose of this study was to survey how ESCs support children with neurodevelopment disorders and to consider which knowledge and skills are necessary to do so. In total, 17 ESCs with experience supporting children with neurodevelopmental disorders were interviewed. The data included 27 cases examined in seven areas, including 1. the way of obtaining consultation with the ESC; 2. the children's main problems; 3. time to ESC intervention; 4. form of support; 5. the children's diagnoses; 6. use of other forms of support; and 7. ESC connection to other institutions. The

results found that 70% of cases made their way to consultation with the ESC through teacher referrals. One teacher, in describing "how to connect specialized institution and how to explain to their guardian," said that ESCs are expected to connect with other institutions and to explain the necessity of using special institutions for children. Actually, 67% of the cases already had some kind of involvement with other institutions. The time leading up to ESC involvement led to some school maladjustment for the children. Also, about 85% of the cases did not have any diagnosis at the stage involving the ESC. During the course of support, 22% of the cases were diagnosed. The results indicated that the role of the ESC is as an early-stage supporter of children, their guardians, and their teachers. As a result, ESCs must know about the assessment of neurodevelopmental disorders and regional specialized institutions. In particular, consultation and support to guardians are very important factors in each case. Going forward, we must consider differences in various areas and difference in school systems and special education.

PROFESSIONAL LONGEVITY AS A PROBLEM OF THE VALUE-SEMANTIC REGULATION OF THE TEACHER'S ACTIVITY

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The problem of rendering psychological help for teachers is relevant to modern educational practice in Russia. It is not only about prevention of negative phenomena (for example, burn-out), but also about preservation of teachers installation on professional longevity. The project participants were school and preschool teachers of Volgograd region (n=247) aged 22-65. We explored individual psychological characteristics, which could determine a specialist's desire to prolong his professional life. The results of the research claim that in educational institutions work conscious teachers of post-retirement period, who are satisfied with labour and have active life position. Moreover we have established that material motive does not play a significant role in deciding to continue working till retirement age. This is confirmed by the data of R. Engelhard: material values are important for respondents with 16-30 years' experience, meanwhile 31-35-year-old teachers focus on the values of individualization. The analysis of the received data shows that crisis trends like concern about material problems, reduction of self-confidence, expressed tendency of passive life position, increased burn-out symptoms, are

typical for teachers with 16-30 years' experience. This prepares the ground for attitude towards the retirement age as a desirable period of rest, given the cumulative nature burn-out. Consequently, the aspiration to professional teachers' longevity can be considered to a greater extent as a result of value-semantic mechanisms human work: professional activity is full of new meanings, it is connected with the nearest future. Undoubtedly the social environment plays a big role, first of all – the organizational culture of the educational institution, stimulating a teacher to constant professional growth against the background of beneficial psycho-emotional climate with colleagues. Thus, we have found that the proximity of the value orientations of school teachers positively correlates with the degree of satisfaction with labour. Continuation of our research is connected with revealing of psychological criteria and conditions for professional longevity on the basis of analysis of value-semantic mechanisms regulating reliability and efficiency of teachers' work at the completion career stage.

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THE EFFECT OF ETHICAL LEADERSHIP ON PRO-SOCIAL RULE BREAKING: LINEAR OR CURVILINEAR?

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Pro-social rule breaking, rule-breaking to promote the organization, is a paradox regard of morality. Ethical leadership is a moral person and a moral manager. In Chinese organizational context, exploring how ethical leadership influence employees' pro-social rule breaking, and what the mechanism and boundary conditions are, is full of theoretical and practical significance. From the view of supervisor-subordinate relationship, this research aimed to investigate the curvilinear effect of ethical leadership on pro-social rule breaking, examine the parallel multiple mediating effects of leader-member relationship (LMX) and supervisor-subordinate guanxi (SSG), and examine the moderating effect of regulatory focus in the specific Chinese cultural context. We collected data from 303 employees in China with questionnaire. The questionnaire included 6 parts, ethical leadership, pro-social rule breaking, LMX, SSG, regulatory focus and control variables. Data were analyzed using correlation analysis, regression analysis and factor analysis. According to the results of data analysis, we found that: (1) the relationship between ethical leadership and pro-social rule breaking is curvilinear. (2) Considering the parallel multiple

mediating effects, SSG mediates the effect of ethical leadership on pro-social rule breaking, while LMX doesn't play a mediator between ethical leadership on pro-social rule breaking. And the instantaneous indirect effect of SSG increases with the growth of ethical leadership. (3) Regulatory focus moderates the effect of ethical leadership on pro-social rule breaking. For people with high prevention focus, the inverted U curve is sharper. (4) Regulatory focus moderates the mediating effect of SSG between ethical leadership and pro-social rule breaking. For people with high prevention focus, the mediating effect is more obvious. These conclusions will contribute to the literature and management practices in three aspects. First, this study reveals the curvilinear effect of ethical leadership on pro-social rule breaking in Chinese organizational context, highlighting the double-edged sword feature of ethical leadership. Second, this research examines the parallel multiple mediating effects of LMX and SSG, extending the black-box research on curvilinear effect. Finally, the conclusions mentioned above can help managers guide employees' pro-social behavior more rationally and efficiently.

USE “ MUST BUY” WITH CAUTION: THE EFFECTS OF ASSERTIVE ADS ON AD LIKING AND PURCHASE INTENTION

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Assertive ads are widely used both online and offline, which directly ask consumers to take specific actions (e.g., Buy now!). However, assertive ads may have negative effect on ad liking and purchase intention. According to psychological reactance theory and compensation control theory, assertive languages may be ineffective due to reactance. The research conducted five experiments. Experiment 1 examined the effect on ad liking of photo assertive ads among 60 students. Experiment 2 collected data from 131 students to test the mediating effect of threat-to-choice perceptions and the moderating effects of product attributes on relationships above. Experiment 3 explored that product attributes which were primed moderated relationship between assertive ads and ad liking and purchase intention among 125 students. Experiment 4 examined the moderating effects of dispositional desire for control on the relationships above, as well as tested the mediating effect of threat-to-choice perceptions and the moderating effects of product attributes among 160 students. Experiment 5 tested the moderating effects of priming desire for control by depriving their control among 124 students. Based on the results of five experiments, the

results show that:(1)Ad liking and purchase intention were decreased when consumers were exposed to assertive ads (vs. nonassertive ads). (2)Threat-to-choice perceptions mediated the effect of assertive ads on ad liking and purchase intention. (3)Product attributes (hedonic/utilitarian) moderated the effect of assertive ads on threat-to-choice perceptions. Consumers' freedom to choice was less threatened by assertive ads when products were hedonic or advertised hedonically. (4) As a dispositional trait, desire for control moderated the effect of assertive ads on threat-to-choice perceptions, such that consumers with high desire for control were more threatened by assertive ads. (5) But when desire for control was situationally induced, desire for control didn't moderate the effect of assertive ads on threat-to-choice perceptions. According to the result, we found the negative effect of assertive ads and its mechanism. The research enriches the psychological reactance theory and compensatory control theory, which is also helpful to understand the difference between hedonic and utilitarian products. What's more, these results offer some advice for companies to advertise effectively.

PSYCHOLOGICAL PROBLEMS AND NEEDS IN SCHOOL PSYCHOLOGIST'S CONSULTATION IN RUSSIAN MIDDLE AND HIGH SCHOOL PUPILS

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Adolescence is characterized by growing academic and societal demands, greater responsibilities, and emerging identity. It is an age of increased vulnerability to mental health problems. Knowledge of adolescents' socio-emotional and learning problems as well as their readiness to receive psychological services are essential for school psychology practice. This study investigated adolescents' psychological problems and needs in school psychologist's consultation. Seventh-, ninth- and eleventh-grade pupils (N = 594) from three cities in Russia filled out a survey where they rated the degree of their test anxiety, negative mood, learning problems, problems with parents, and suicidal ideation. They also indicated their desire to receive a consultation with the school psychologist about existing or potential problems. In addition, the pupils were asked about receiving school psychologist consultation in the past and the degree of satisfaction after the consultation. Regardless of age, pupils gave the highest ratings to test anxiety and negative mood. Females demonstrated higher levels of problems with parents and greater test anxiety and negative mood compared to males. Seventh-graders

reported higher test anxiety than their older peers; while ninth-graders reported higher levels of learning problems than eleventh-graders. About 7% of pupils reported frequent suicidal ideation. However, the majority of participants (80%) from the total sample did not consider consulting the school psychologist regarding suicidality. Even fewer pupils were willing to consult with the school psychologist about test anxiety, mood, and learning problems. Some participants reported that they were reluctant to contact a school psychologist because of fear of stigmatization and potential lack of confidentiality. Nevertheless, there was a positive correlation between the degree of problem intensity and a desire to consult with a school psychologist. The majority of pupils knew that their school has a school psychologist; however, only 15% received a consultation. Overall satisfaction from consultation was relatively high. Obtained data will be interpreted in light of contextual factors that play a role in pupils' socialization and school education in Russia. The findings can be used to improve school psychology services, design interventions, and provide psychoeducation to pupils.

A FACILITATING DEVELOPMENTAL PROGRAM OF COMMUNICATION FOR CHILDREN WITH DEVELOPMENTAL DISORDERS USING CO-COOKING ACTIVITIES

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Recently, several studies in the brain science have suggested that the activity observed in the children's co-preparing and taking foods with adults, have effects on the activation of their prefrontal cortex of the brain and also on their communication development (Kawashima,2016). And several observational studies of parent-child interaction on making concentrated beverage with water showed that parent-child interactions provides the child with opportunities to foster abilities to think independently and to interact with others (Kotani,2016). Depends on these researches, a facilitating developmental program of communication for children with developmental disorders using co-cooking by making concentrated beverage with water activities was developed. This program is consisted of seven steps. The children make concentrated beverages for their own, for their parents and asking others for their preferences of kinds of concentrated beverage and tint of concentrated beverage. This program was adapted for one 2 years old Down's syndrome child. In early period, by repeating actions of

routine of making concentrated beverage, he could learn the script (GER) and increase spontaneous behaviors. Observing the sub-teacher to make concentrated beverage for him, he gradually could make concentrated beverage for himself and for his mother, namely the role-reverse imitations (Tomassello et.al,2005) occurred. When he was 4 years old, he could watch his mother when main- teacher asked her preference of kind of concentrated beverages. After this, he got to be able to ask other's preferences of kind of concentrated beverages and tint of concentrated beverages by using a wh-question sentence at 5 years old ; "Which do you like, orange or grape taste of concentrated beverage?" These results showed possibility of facilitating communication skill, understanding other intention of desire and language acquisition, using co-cooking context of making concentrated beverage for the children with developmental disorders. These are owned by the characteristics of concentrated beverage, which include plasticity of activities.

ASSESSMENTS OF SATISFACTION WITH LIFE: PSYCHOMETRIC PROPERTIES OF SWLS IN YOUNG CHILEANS

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One of the significant constructs when assessing people's well-being is their satisfaction with life, defined as the positive assessment that the person makes of his life in general or of specific aspects such as family, studies, health, friends, among others (Diener, Suh, Lucas & Smith, 1999). The most well-known instrument for measuring the cognitive component of subjective well-being is the Satisfaction with Life Scale (SWLS) developed by Diener, Emmons, Larsen and Griffin (1985); adapted and validated in Chile by Vera-Villaruel, Urzúa, Celis-Atenas, Pavez and Silva (2012). However, as with other psychological constructs, both research and validation of instruments in Chile has mainly focused on the adult population. The present research puts the interest in the youth stage, with the purpose of having a valid and reliable instrument to evaluate the life satisfaction of young Chileans. The objective was to examine the factor structure, internal consistency and concurrent validity of the Chilean version of the Life Satisfaction Scale (SWLS). The design of the study was non-experimental and cross-sectional. The sample was

non-probabilistic and consisted of 421 participants between 12 and 17 years old ($M = 14.55$, $SD = 1.62$), of whom 49% were men and 51% were women. For the SWLS factor structure examination, a confirmatory factorial analysis (CFA) using Mplus 7.4 statistical software (Muthén & Muthén, 2016), with maximum likelihood as an estimation method. Subsequently, the internal consistency index of the scale of the questionnaire was calculated. Finally, for the assessment of concurrent validity, the SPSS 24 program was used, with which the association of the SWLS with theoretically related variables was examined. Results from our confirmatory factor analysis corroborate the one-dimensional factor structure of the scale. The internal consistency index was adequate ($\alpha = .83$). Regarding concurrent validity, statistically significant associations were found between satisfaction with life and positive and negative affectivity (PNA-10), attachment (IPPA short), and self-esteem (Rosenberg). Finally, we conclude that the SWLS is a valid measure to be used among young Chileans.

SCALE OF POSITIVE AFFECTIVITY AND NEGATIVE AFFECTIVITY: VALIDATION OF PNA-10 IN CHILEAN YOUTH

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Subjective well-being is defined as the evaluation that a person makes about their situation at a given moment (Kuppens, Realo & Diener, 2008), this evaluation includes both cognitive judgments and emotional reactions (Luhmann, Hawkley, Eid & Cacioppo, 2012). The cognitive component is a global assessment of the life trajectory carried out at a given time. The emotional component consists of two elements: positive affect and negative affect, which reflect the emotional state at a given moment (Larsen, 2009). This emotional component has been evaluated by means of various instruments, one of them is the Brief Scale to evaluate the positive and negative effect of PNA-10 (Yáñez-Yaben, Comino & Sansinenea, 2014), adapted to Spanish from the original scale Positive and Negative Affect, PNA (Warr, Barter & Brownbridge, 1983). In Chile, there are instruments that assess positive and negative affect. However, these are aimed at the adult population; Thus, arises the need to have a valid and reliable instrument for evaluation in young people. The objective of this paper was to examine the factor structure, internal consistency and concurrent validity of the Chilean version of

the PNA-10. The design of the study was non-experimental and cross-sectional. The sample was non-probabilistic and consisted of 421 participants between 12 and 17 years old ($M = 14.55$, $SD = 1.62$), 206 men and 215 women. In order to evaluate the factorial structure of the PNA-10, a confirmatory factorial analysis was carried out with the Mplus 7.4 statistical software. Then was proceeded to calculate the internal consistency indices of the subscales of the questionnaire. To Finally, the concurrent validity was evaluated, to examine the association of the PNA-10 with theoretically related variables. Results from our confirmatory analysis corroborate the two-dimensional factorial structure of the scale. Internal consistency indices were adequate, $\alpha = .86$ and $\alpha = .79$ for positive and negative affectivity respectively. Regarding concurrent validity, statistically significant associations were found between positive affectivity and negative affectivity and attachment (abbreviated IPPA), self-esteem (Rosenberg) and Satisfaction with Life (SWLS). Finally, the validity of the PNA-10 scores for use in young Chileans is concluded.

LOCUS OF CONTROL, SOCIAL SUPPORT AND JOB STRESS OF CIVIL SERVANT IN BANJAR DISTRICT, INDONESIA

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Employees are the main asset in the organization. Employees are expected to work happily to avoid the occurrence of stress in doing work that can interfere with and threaten their health. Job stress can lead to physical ailments (such as coronary heart disease, hypertension, gastric wounds, menstrual disorders, digestive disorders), workplace accidents, employee absences, lethargic work (loss of work motivation), and mental disorders that have mild effects weight.

The purpose of this study was to determine the relationship between Internal Locus of Control and Social Support with Job Stress of Public Servant in Banjar District. The results of the regression analysis obtained a value of $F = 63,269$ ($p < 0.05$), which means that internal locus of control (X1) and social support (X2) have correlation with job stress (Y); internal locus of control has a negative correlation with job stress; and social support has a negative correlation with job stress.

INTERACTIONS BETWEEN INSTRUCTIONAL CONTENTS AND FEEDBACK FREQUENCY ON HUMAN PERFORMANCE

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Some authors suggest that rules and instructions are different because of their function. In this sense, it is suggested that a function of an instruction is to restrict the individual's range of responses in order to prevent the participants from making mistakes. The acquisition of this function is related to variables such as the type of the instructions, the feedback frequency received and the correspondence between descriptions and contingencies. In the present study we assessed one variable that has not been systematically explored, the description's contents (i.e. instancial and dimensional). Thirty-two experimentally naïve undergraduate students participated in the study. A first-order matching-to-sample task was carried out. In Experiment 1, sixteen students were assigned to groups that received an instruction qualified as Generic differing in the contents of the description; the feedback received was continuous. The Experiment 2 followed the previous logic, differing only in the frequency of feedback that was intermittent (each third response). Experiment 1 results showed high percentage of

correct responses in training sessions since the beginning of this phase for all the groups, regardless the contents of the description. In Experiment 2, only the group with dimensional description content showed high percentage of correct responses in training session. The findings of Experiment 1 supports the data obtained in different studies in the area about the effects of type of descriptions and frequency feedback. Nevertheless, the data obtained in Experiment 2 differ from the data in the area; this could suggest that the variable content of description has a differential effect on the participant perform, when interact with some values of other variables, such as feedback. Results are discussed in terms of the quantity of information about properties of the contingency which is required in order to acquire the matching criteria. In this sense, results suggest that the content of the description is more relevant when interacts with feedback that give less quantity of information about the performances of the participant (i.e. intermittent feedback).

TYPE OF EVALUATION AND TEMPORARY DELAY IN CORRESPONDENCE SAY-DO-REPORT IN ADULTS

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Correspondence implies the relationship between say and do in temporarily differentiated moments (contiguous or delayed); usually the work in the area is focused on the direct evaluation of correspondence. Thus, most of the experiments use continuous reinforcement procedures in the training of the Say-Do chain with no delay between the correspondence moments, showing high percentages of correspondence. In the present study we assessed the effect of the type of evaluation (direct, explicit target behavior both in Say and Report moments, correspondent to the behavior measured in the Do moment, or indirect) on the correspondence establishment, as well as the delay (0 or 24 hours) between the correspondence moments (Say-Do, Do-Report, Say-Report). 8 adults participated in each experiment. Task was divided in three moments: 1) Say (answer questions), 2) Do (perform different actions) and, 3) Report (answer a question about the previous moment). Experiment 1 had 2 groups (n = 4) differentiated by the values of the type of evaluation (direct or indirect) without delay between moments. In Experiment 2, we included a delay between

moments (24 hours). Comparisons were made between individuals of each group through nonparametric test for two independent groups (U Mann-Whitney). The data was analyzed in terms of: a) relationship between the type of evaluation and the correspondence at the different moments and, b) the relationship between the delay and the establishment of correspondence. In general, it is observed: a) lower percentage of correspondence with an indirect evaluation and, b) less correspondence with higher delay between moments. Data suggest that the type of evaluation (direct or indirect) could be one of the factors that promote the high percentages of correspondence observed in typical procedures of the area, where there is a direct evaluation, unlike what is found in applied areas of therapy in which there is an indirect evaluation (i.e. no relation between Say and Report moments related to the Do moment). The low correspondence showed when delay between moments was introduced, suggest that this variable could modulate the break of correspondence. These findings are relevant in applied scenarios, as therapeutic procedures.

FAMILY AND ALZHEIMER'S DISEASE: MULTICENTRE RESEARCH-INTERVENTION ON THE EFFICACY OF THE ABC GROUPS (SELF-HELP – BALINT – CONVERSATIONALISM)

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Recent studies have shown that more than 25% of the European population with age greater than 85 years suffers from Alzheimer's Disease. The intervention on the family is essential for patients care. This multicentre evidence based research-intervention on the ABC Groups (Self help-Balint-Conversationalism), created by P. Vigorelli, had the aim of verifying the efficacy of the ABC Groups methodology by focusing on the verbal and relational changes of the caregivers after attending them. We also investigated the variations in the mood and workload of the caregivers and the QoL of the patients suffering of dementia. We recruited 103 caregivers (70 women and 22 men), 52 from the Policlinico of Messina and 40 from l'I.R.C.C.S. Santa Maria Nascente – Fondazione Don Gnocchi Milan. We lead 14 ABC Groups of 13 people max. The Groups met for 2 hours each time, 6 times in total. The evaluation of the efficacy of the ABC Groups methodology was based on measuring the changes in the verbal and relational behaviour

of the caregiver, verbal behaviour of the patient, reduction of the negative mood and workload of the caregivers, QoL of the patients. We used pre and post treatment QUAV 1 and 6, CBI, POMS and CBS tests on the caregivers and MMSE, ADL, IADL and CDR tests on the patients. The ABC Groups resulted to be more effective on the treatment of caregivers of patients in advanced stage of dementia. The POMS results showed that after attending the Groups the level of anxiety and tension, depression and dejection, anger decreased for the caregivers. Improvements were also seen on the caregivers' perception of the workload (Lower scores on CBI). Our study confirms the importance of working with the caregivers not only to improve their psychological wellbeing, but even for the effects in term of patients' QoL. The variance's analysis shows that, despite having been created as specific intervention for caregivers dealing with AD patients, the ABC Groups were effective on any type of dementia present in the sample.

ANTIFAT ATTITUDES AMONG YOUNG WOMEN IN MEXICO

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Background: In Mexico overweight prevalence among adults reached 72.5%, among women 75.6%. Historically Mexicans associated a "larger body figure" with abundance, protection, material wealth, strength, or in reference to women with sexual attraction. Crandall et al (2006) proposes that one of the bases for antifat attitudes (AFA) to arise is a culture preference towards a thin figure. The objective of this study was to understand associations with a "rounder figure" in relation to BMI, weight dissatisfaction and appearance self-esteem.

Method: Weight-height data, desired weight and appearance self-esteem were obtained from 134 female students. BMIs were calculated. Weight dissatisfaction was measured as desired body weight minus measured weight. Semantic differential with 12 pairs of adjectives presented with (1) an obese body image and (2) normal-weight body image was applied to measure AFA. 5-item scale from State self-esteem scale was applied to assess appearance self-esteem. Correlations and moderation analysis were performed.

Finding: The obese figure relative to normal-weight figure was perceived more negatively,

except for faithfulness & there was no significant difference for intelligence. No differences in AFA were found with respect to BMI or weight dissatisfaction. Both BMI groups expressed similar bias and no significant differences were found between the groups, except for familiarity. The group with normal BMI had significantly higher appearance self-esteem. BMI moderated the relationship between appearance self-esteem and AFA: in the group with BMI \geq 25 the lower appearance self-esteem was associated with higher AFA. Weight dissatisfaction was a better moderator than BMI.

Discussion: Despite some historical preference for a rounder figure, nowadays in Mexico an obese silhouette was perceived more negatively relative to an average-weight silhouette, closer to its perception in the USA (Bacardí-Gascón et al, 2015). Except for intelligence current findings are consistent with other studies, e.g. Puhl and Brownell (2001) reported that the overweight were perceived to lack self-discipline, be lazy, less conscientious, less competent, sloppy, disagreeable, and to think slower. Understanding AFA, and what constitutes them is key with regard to stereotyping and discrimination, and finding the adequate intervention strategies.

TRANSFORMATIONAL LEADERSHIP: A MUST IN THE TRANSFER OF MANAGERIAL KNOWLEDGE AND PERFORMANCE

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Massive baby-boomer retirements have changed the face of public and private organisations. For example, the Quebec Civil Service has undergone major transformations in the last years if only for the departure of a large number of its senior managers. How to avoid a knowledge gap, a loss of corporate memory and a decline in organisational performance following such massive departures? This issue is particularly important in times of fast and significant developments in information technology. In general, knowledge management and transfer (KMT) are considered as generators of innovation and economic value. In periods of massive departures of senior staff, they are vital. This study contributes to the advancement of knowledge by proposing and validating a theoretical model of antecedents and consequences of KMT. The identification and selection of variables was inspired by previous studies with one exception that is, the recognition of the contribution of senior workers. Without this recognition, we indubitably cannot talk about

knowledge management and transfer. The predictive model includes 7 variables. According to our model, Transformational leadership promotes KMT and constitutes the point of departure for the implementation of related factors that is, Support of information technology and a Culture of collaboration and trust. This type of culture is favorably associated with Knowledge creation process and Recognition of the contribution of senior workers. The latter has a positive influence on KMT. Transformational leadership directly and indirectly (via KMT and its other consequences) stimulates Organisational performance. The model was tested among 236 Quebec Civil Service managers. Structural equation analyses confirmed the adequacy of the model to the data. In conclusion, this study confirms the importance of Transformational leadership of senior executives in Knowledge management and transfer and the increase of Organisational performance. Theoretical and practical implications are discussed.

WELL-BEING OF WORKERS IN HAZARDOUS OCCUPATIONS

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In recent years there had been an expanding conceptual field of psychological well-being in various spheres of human activities – economic, familial, occupational life. Focusing on the interrelationships among occupational well-being and professional efficiency has become particularly urgent for hazardous occupations paying special attention to the key role of work life for the sustenance and development of human society. Methods: BMSII-B by Plath, Richter; The Ryff Scales of Psychological Well-Being; professional efficiency expert estimation; health assessment (medical commission examination). Participants: 285 rescuers, 122 firemen, 415 train drivers, 115 pilots. The results of comparative analysis confirmed the absence of a direct relationship between professional efficiency and well-being. On the surface, this result is due mainly to the fact that objective performance indicators were taken into account by experts ignoring subjective indicators of well-being. Experts assessing the professional efficiency are guided by process-related and quantitative performance indicators. By contrast, objective performance assessments weren't taken into account in measurement of well-being. On deeper examination in the long run, however, there were grounds for believing that work-related psychological well-being is a factor in the

success as well as occupational health, professional experience and competencies. Well-being scores correlated highly with professional self-image, including self-assessment of employability, professional credibility, qualifications, self-realization. Thus, employees with high well-being scores had the sense of personal empowerment necessary to success of hazardous occupations. The direct interrelations between somatic status and work-related psychological well-being were found. On the one hand, well-being was a factor in somatic disorders prevention. On the other hand, any diagnosis gives rise to decreasing well-being especially Autonomy and Self-acceptance scales in well-being structure. Cardiovascular disease have an effect on decreasing Environmental mastery and Purpose in Life scores. Any trauma in medical history is associated with decreased Personal growth and Positive relations scores. Any illnesses that are contraindications for taking up work dramatically reduced all scales of occupational well-being. Consequently, well-being along with maintenance of the requisite somatic health can be seen as interlinked factors of occupational longevity. This research was sponsored by grant from the Russian Foundation for Basic Research (RFBR) according to the research project № 18-013-01021.

WAT-DUD: A NEW IMPLICIT TASK IN DRUG USE DISORDER

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In the field of addiction research, a usual aim is to predict the outcome of a treatment. Interpretation bias tasks, and especially word association tasks, have shown a moderate relationship with the use of substances. But these studies have at least two limitations. On one hand, most word association studies have been done with non-clinical samples, and therefore more research is necessary in clinical samples. On the other hand, word association tasks require the categorization of the responses by independent raters, making them difficult to evaluate. The objectives of this work are: 1) to provide evidence of the reliability of a new, computerized interpretation bias task that is easy to evaluate; 2) to provide evidence of validity based on the relationship with patterns of substance use and treatment outcomes. For this, 186 patients (90% men, 67 outpatients and 119 users of therapeutic communities) participated in this study. The task consisted of a conditional discrimination where an image (explicit or ambiguous in its relation with the drug) worked

as a pattern, and two words (one drug-related and another non-drug-related) worked as comparisons. The Substance Dependence Severity Scale, the Cocaine Craving Questionnaire-Now and the Multidimensional Craving Scale were also used. The results showed an adequate reliability, in terms of internal consistency, for ambiguous images (Alpha = .80) and test – retest reliability (79.7% on average). The interpretation of ambiguous images as drug-related correlated positively with cocaine craving ($r = .20$; $p = .029$), alcohol craving ($r = .30$; $p = .01$), and with the symptoms of alcohol abstinence. ($r = .31$; $p = .01$), in addition to the severity of the dependence ($r = .23$; $p = .04$). No correlation was found with the severity of cocaine dependence or with its withdrawal symptoms. In conclusion, the psychometric properties of the task support, in a preliminary way, its validity in research contexts on the use of substances. This work was supported by the Ministerio de Economía y Competitividad (Spain) under Grant “PSI2016-79368-R”.

DIFFERENCES IN EMOTIONAL PROCESSING AMONG SUBSTANCE USE DISORDER PATIENTS USING STIMULANTS

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Empirical evidence suggest the existence of alterations in the emotional response of people with substance use disorder (SUB) (Aguilar de Arcos et al., 2005, Villalba and Verdejo-García, 2012). Overall, the data indicate that stimulating substances could promote a sensitization in the pleasant-unpleasant assessment, while the sedative or depressant substances would favor assessments with a tendency toward neutrality (Kemmis et al., 2017). Recent studies indicate that these alterations could chronify the disorder and/or favor high relapses rates (Dingle et al., 2017). This study analyzes the differences in the emotional processing of SUD patients with stimulant consumption compared to patients consuming other substances. 80 patients participated in the study. First block required to discriminate which of the two images was more pleasant. Condition 1 compared a high-valence image with a neutral one. In condition 2, a low-valence image is presented compared to a neutral. Second block asked to discriminate which of the image presented was more relaxing: high-

activated image compared to a neutral image (condition 3) or low-activating image compared to neutral image (condition 4). The consumption of the last month was also recorded. Findings: SUD patients with cocaine use during the past 30 days have shorter reaction time when comparing of negative versus neutral stimuli than the rest of patients ($t(78, 2\text{-tailed}) = 2.03, p = .046; d = 0.46$). This trend is similar when patients compare high activating versus neutral stimuli ($t(78, 2\text{-tailed}) = 2.26, p = .026; d = 0.51$). A higher proportion of correct responses in the group of patients with cocaine use is also observed in this condition compared to the rest of the patients ($t(78, 2\text{-tailed}) = 2.87, p = 0.005; d=0.65$). SUD patients who use cocaine have a response pattern compatible with a sensitization of negative valence stimuli and high activating stimuli, compared to patients consuming other substances. This work was supported by the Ministerio de Economía y Competitividad (Spain) under Grant "PSI2016-79368-R".

RELATIONSHIP BETWEEN PERCEIVED EMPATHY AND PERCEIVED GOAL SUPPORT FOR CHILDHOOD

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In previous studies (Barrett-Lennard, 1962, 1981; Greenberg, Elliot, Watson, & Bohart, 2001) that examined perceived empathy in therapeutic interpersonal relationships, it is clear that the treatment effect will be enhanced if the client perceives empathy. Even in daily interpersonal scenes, perceived empathy is expected to work effectively. In this study, we examined the influence of perceived empathy on perceived social support for childhood. A questionnaire survey was conducted with 255 junior college students (of whom 28 were males and 226 females). The survey was conducted in multiple classrooms with students taking psychology-related classes. They answered, respectively, self-reported questionnaires regarding their relationships during elementary school days with their parents, close friends of the same gender, and teachers: (1) the Japanese version of the Perceived Goal Support Scale (Asano & Yoshida, 2014), (2) Perceived Empathy Scale in Daily

Interpersonal Relationships (Koike, 2018). Our analysis showed that the Japanese version of the Perceived Goal Support Scale comprised two factors: (a) support for promotion-focused goals and (b) support for prevention-focused goals. Further, a correlation coefficient of .70 was found between perceived empathy and support for promotion-focused goals in the relationship with parents during elementary school days. A correlation coefficient of .71 was found between perceived empathy and support for prevention-focused goals in the relationship with parents during elementary school days. A correlation coefficient of .75 was found between perceived empathy and perceived goal support in the relationships with friends and teachers during elementary school days. Based on the above results, it is suggested that the perception of social support could be amplified by thinking that one is "being empathized" by one's parents, friends, and teachers.

THE EFFECT OF HUMOROUS COMMUNICATION ON THE PERCEPTION OF ORGAN DONATION

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Increasing people's willingness to donate organs after their death (OD) is a major social goal to save lives globally (WHO, 2018). This requires effective communication to increase positive attitudes, knowledge, reduce fear and, at the same time, hinder defensive psychological reactions like reactance. Humorous communication about OD may help reaching these goal (Eisend, 2011). The Elaboration Likelihood Model (Petty & Cacioppo, 1986) assumes that humour as a heuristic cue may reduce reactance – and can subsequently improve attitudes and intentions. A systematic literature search done prior to this study, however, showed inconsistent evidence about the effects of humorous communication. Therefore, two preregistered studies aimed to assess whether humorous messages about OD can positively influence people's attitudes, fears, knowledge and behavioural intentions related to OD and which processes mediate these effects. In Study 1 (N = 2920), a German medical cabaret live show included a humorous stand-up on OD and was compared to a control show (2 [intervention: humour vs. control, between] x 3 [time: before and after the intervention and after four weeks, within]). Study 2 assessed the causal

effect of humour in a lab setting (N = 144) where two informative podcasts delivered the same information about OD either humorously or neutrally (2 [podcast: humorous vs. neutral, between] x 3 [time: before and after the podcast, after four weeks, within]). Both interventions increased knowledge and attitudes towards OD. It is noteworthy that the humorous communication in Study 2 had no general positive effect as both podcasts improved knowledge and attitudes. Both studies, however, showed that humorous communication had a positive effect on attitudes when participants indeed perceived the content as humorous (b = 0.044, [0.033, 0.054]; Study 1); parallel effects occurred for intentions, knowledge and reduction of fear in both studies. Mediation analyses in Study 1 further showed that humorous communication improved attitudes by reducing psychological reactance (indirect effect b = -0.0798, [-0.1029, -0.0585], parallel results for knowledge and intention). In sum, we conclude that humorous education about OD should be chosen more frequently due to its potential to reduce defensive reactions like reactance in sensitive topics like OD.

MINDFULNESS-BASED COGNITIVE THERAPY REDUCES ANXIETY, DEPRESSION AND PERCEIVED STRESS IN SOCIALLY ANXIOUS PEOPLE

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The aim of the study was to evaluate the impact of an 8-week Mindfulness-based cognitive therapy (MBCT) training on anxiety, depression and perceived stress (PS) in socially anxious people. MBCT has already been proven efficient in preventing relapse in depression [1] and reducing anxiety in individuals with generalized anxiety disorder (GAD) [2]. Our hypothesis was that MBCT would lower levels of anxiety, depression and perceived stress in socially anxious people. From the group of people who responded to an advertisement offering a free 8-week MBCT group training, 58 individuals with social anxiety (SA) were selected and randomly assigned to two groups: an experimental group which would take part in the MBCT training and a control group (waiting list). Both groups were asked to fill in the Liebowitz Social Anxiety Scale [LSAS], the Center for Epidemiological Studies Depression [CESD] and the Perceived Stress Scale [PSS] pre and post 8 weeks of MBCT. Among those participants, 20 persons (17 women) remained until the end of the study: 11 in the experimental group and 9 in the control

group. A repeated measures ANOVA determined that there was a significant mean difference before and after the training in levels of SA ($p = 0,05$, $\eta^2 = 0,2$), depression ($p < 0,05$, $\eta^2 = 0,30$) and PS ($p < 0,05$, $\eta^2 = 0,25$). Post hoc tests using the Bonferroni correction showed that the MBCT training significantly reduced SA, depression and PS from pre-training to post-training, compared to the control group where there were no such changes. Although this pilot study was done on a small sample and further research on a larger groups are needed, the present results suggest that MBCT is a promising intervention for socially anxious individuals. References : 1. MacKenzie, M. B., Abbott, K. A., & Kocovski, N. L. (2018). Mindfulness-based cognitive therapy in patients with depression: current perspectives. *Neuropsychiatric Disease and Treatment*, 14, 1599-1605 2. Evans, S., Ferrando, S., Findler, M., Stowell, C., Smart, C., & Haglin, D. (2008). Mindfulness-based cognitive therapy for generalized anxiety disorder. *Journal of Anxiety Disorders*, 22, 716-721

SELF-REGULATION AND TEST ANXIETY AS PREDICTORS OF STUDENTS' ACTION RELIABILITY IN EXAM SITUATION

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The Unified State Examination grades are not only the result of education in high school, but are also the indicators taken into account when entering higher education institutes. This fact significantly increases their value and leads to the situation when some students, having good knowledge of a subject, do not always show them in examination setup. To investigate this problem we introduced the concept of the students' action reliability (AR) in exam situation which is considered as the ability of a student to implement the obtained knowledge to the full in the exam situation and get an exam result not lower than the annual grade on the subject. The study is aimed at identifying the regulatory and personal predictors of students' action reliability in situation of the final exam. We describe conscious self-regulation (SR) as a cognitive-personal system of setting educational goals and organizing their achievement (Morosanova). Stability of SR is considered as a key regulatory predictor which is understood as maintaining the quality of activity regulation in tense, difficult conditions (Morosanova). The sample consisted of 231 Russian schools students (48% girls,

average age = 17.5). Methods were: 1. Morosanova's «Style of SR of educational activities». 2. Spielberg's «Test Anxiety Inventory». 3. Metric indicator of the students' AR in exam situation based on the student's marks in the subject, marks for the test exam and final exam (mathematics). The data analysis revealed statistically reliable positive interrelations of the students' AR and SR indicators of planning, evaluating results, SR stability. High negative correlations revealed between the indicators of AR and Test Anxiety. Multiple regression analysis was performed to identify significant predictors of the students' AR in exam situation, where AR indicator served as dependent variable while regulatory and anxiety indicators were considered as predictors. Regression model of the dependent variable AR describes 55% of the variance and shows that students' AR in exam situation is provided by a high level of SR stability, a low level of anxiety and a high level of emotionality. The obtained results confirmed the importance of regulatory mechanisms, foremost SR stability, in ensuring the reliability of students' actions in the final examinations.

PROLONGED AUTOAGGRESSION IN THE CONTEXT OF ADOLESCENTS' RESILIENCE, FAMILY VICTIMIZATION AND STRESSFUL LIFE EVENTS

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Problems of adolescents' suicidal behaviour and non-suicidal self-injury behaviour are in the focus of most contemporary prevention programs and social policies aimed at promoting youth mental health. The aim of this study was to explore the interplay of risk and resilience factors in prediction of prolonged adolescents' suicidal ideation and self-injury behaviour. A longitudinal three-wave study (with a one-year interval) was conducted using a two-stage stratified cluster sample of 1st grade pupils from 29 secondary schools in Croatia. Data were collected within the project "Family economic hardship, psychosocial problems and educational outcomes of adolescents in the time of economic crisis", financed by the Croatian Science Foundation. Initial sample in the first wave included 1 101 pupils, but the analysis presented in this paper included only the data collected from 181 adolescents who had some non-suicidal self-injury behaviour and/or thoughts about committing suicide in the first grade, and who participated in all three waves of the study. Mean age of these students (71.3% females) in the first wave was 15.22 (SD=0.561). The questionnaire used in this study consisted of two criteria questions regarding non-suicidal self-injury

behaviour and thoughts about committing suicide, Resilience scale for adolescents, The stressful life events scale and Parental violence questionnaire. Out of the initial sample of 181 adolescents with autoaggressive behaviour/thoughts, 50.3% also reported non-suicidal self-injury behaviour and/or thoughts about committing suicide in the third wave. We further studied the differences between those adolescents who stopped behaving autoaggressively and those who showed prolonged autoaggression (according to their data in the third wave). For this purpose, we used the data from the second wave. Discriminant analysis showed that the chosen set of discriminant variables (experienced parental violence, stressful life events and resilience factors) predict prolonged autoaggression with 76% of accuracy (Canonical correlation 0.517, Wilks' Lambda 0.732). The most important predictors are personal competence, family cohesion, structured style, social competence and experience of parental psychological violence. The significance of these specific predictors will be discussed in the context of practical implications and development of suicide prevention and intervention programs.

THE MEANING OF THE PROFESSIONAL FORMATIVE PROCESS FOR STUDENTS IN PSYCHOLOGY CAREER

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Professional formation is an educational and social process that occurs in higher educational institutions and it is oriented toward the appropriation of knowledge, skills, attitudes, and cultural and ethical values, within a professional context. In these formative processes, students sustain some beliefs about the discipline's concept that evolve progressively in interaction with their peers, which allow them to analyse and propose different ways of problem solving and decision making into their social historical context according to their professional practice. The primary objective of this research report was to understand and analyse the meanings psychology students provide to the professional formation process. It is important to state that this research was part of a greater project with a qualitative methodology and hermeneutical approach (symbolic interactionism) Our participants were 38 students from different semesters in the psychology career at the National University of Mexico campus Iztacala. We employed the biographical narrative approach through brief written life stories which

allowed us to explore the meanings they gave to their professional formative process in several stages Data reflect that while first semesters students (beginners) express ideas related to the image that psychologists usually project in our social context, the ones at the advanced semesters (seniors), showed knowledge and abilities acquired during their formation process, which denote changes in the meaning of professional practice according to the formation trajectory they follow. This view of professional formation considered as a part of life, we relate it with that derived from symbolic interactionism, that points out that profession is an important part of people's biography; furthermore meanings are constructing and reconstructing through social interaction with teachers, peers and other people in our social context, considering that people is an important part of the context. Our conclusions is simple: students develop different meanings that change as the objects and elements that constitute them do so, such as knowledge, activities and interaction, all along the trajectory of life.

UNIVERSITY S' ATTITUDES TO REASONABLE ACCOMMODATION FOR STUDENTS WITH DEVELOPMENTAL DISORDERS IN JAPAN

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In Japan, reasonable accommodation for students with disabilities has been mandatory at public universities from 2016. Besides that, supporting students with developmental disorders is an urgent issue for higher education. However, most university s are not familiar with reasonable accommodation and they are confused about what they should do for students with disabilities. The purpose of this study is to reveal the university s' attitudes to reasonable accommodation. Questionnaires were collected from 430 s at three public universities. Statistical analysis was examined in regard to their specialized fields and experiences of teaching students with developmental disorders. The

results of the analysis revealed that about 60% of university s have had educational experiences for students with developmental disorders, they were likely to offer more supports than s who had no experiences for teaching them. In addition, the most university s felt unsure about fairness among students and adequate balance between reasonable accommodation and education philosophy/purposes, especially in the fields of science and technology. This indicates that student counseling center should give university s more information and opportunities for discussing about reasonable accommodation according to the s' situations.

CONCEPTUAL COMBINATION THEORY AND TECHNOLOGICAL IMAGINATION COGNITION: TECHNOLOGICAL IMAGINATION TEST CONSTRUCTION

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Based on the conceptual combination theory, a test on technological imagination is developed. The test includes two parts: conceptual combination and sleep device design. In the conceptual combination part, the testing time is ten minutes and the subjects are asked to write down their associations while two nouns are connected. The subjects are also asked to write down the procedures or reasons for their associations. In the sleep device design, there are two types of test items. The first type is experience association, in which the subjects are asked to write down their ideas based on the following three hints 'Sleep is like....., Sleep is, Sleep is not'. The second type is sleep device design, in which the subjects are given twenty minutes to write down their imagination about the ideal devices for sleep, then describe and picture them in detail. Based on the definition by Torrance (1966) and the responses of the 717 subjects from 17 colleges nationwide, norms and

scores of the test are found and established. In this study, 32 questionnaires from college graduates who participate in the pretest and posttests are received, and the correlation coefficient between pretest and posttest is .495($p<.01$). Two raters are trained to do the rating job, and the result for raters' reliability is .723 ($p<.001$). The findings from both participants and raters prove that the reliability of the test is strong. In another study, 145 college design majors are involved, and criterion-related validity is checked by using students' mid-term scores. The findings show the correlation coefficient is .475, which indicates strong validity. The purposes of this study were to explore the connotation of cognitive work contained in technological creativity and imagination, and to design a test to measure the technology imagination based on the cognitive work of technology imagination.

ORTHOREXIA NERVOSA SYMPTOMS IN CHINESE UNIVERSITY STUDENTS: PHENOMENOLOGY AND CLINICAL CORRELATES

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Orthorexia nervosa, characterized by pathological preoccupation with healthy eating, has received growing interest in Western cultures. However, the question of whether the orthorexia nervosa phenomenon is present among Chinese individuals remains unexplored. This study aimed to explore the phenomenology and the clinical correlates of orthorexia nervosa symptoms in a Chinese university student sample. A total of 418 undergraduate students completed self-report questionnaires assessing symptoms of orthorexia nervosa, anxiety, depression, obsessive-compulsive disorder, and fear of negative evaluation. The most endorsed orthorexia nervosa symptoms were thinking about "healthy" foods, preparing food in a certain "healthy" way, and making up for food

transgressions. Orthorexia nervosa symptoms were moderately associated with obsessive-compulsive disorder symptoms, were weakly associated with anxiety, depression symptoms, and fear of negative evaluation, and were not correlated with gender. Mean differences were observed on obsessive-compulsive disorder and anxiety symptoms between individuals with and without elevated orthorexia nervosa symptoms. No group differences were displayed on depressive symptoms and fear of negative evaluation. Collectively, these findings confirmed the correlation between orthorexia nervosa and obsessive-compulsive disorder symptoms in a non-clinical sample. Future studies are encouraged to examine orthorexia nervosa with different measures and methods.

THE OTHER-NEGATIVITY BIAS AND THE SELF-POSITIVITY BIAS: EVIDENCE FROM OLD/NEW EFFECTS OF SOURCE MEMORY AND DESTINATION MEMORY

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During social interaction, source memory enables us to remember by whom what have been done while destination memory involves remembering to whom what we have done. Neural mechanism difference between them has not yet been clarified. Social dilemma games, including dual players cooperating with or cheating each other, provide a proper way to explore these two kinds of memory simultaneously. For source memory, previous behavioral research has identified enhanced memory for cheaters versus cooperators (i.e., a negativity bias). Despite no former evidence for the modulation of cooperation and cheating on destination memory, a positivity bias might be expected, due to the fact that people tend to recollect more positive versus negative information within self-referent conditions. To compare the neural mechanisms underpinning source memory and destination memory, and further investigate the modulation of cooperation and cheating on them, a social dilemma game with facial images of celebrities serving as the participants' virtual interactive partners was applied in two ERP experiments, testing source memory and destination memory respectively. Both experiments contained 30 effective participants.

ERP waveforms for faces with successful source or destination retrieval were compared with those of the correctly rejected new faces (i.e., old/new effects), separately for cooperative and cheating cases. Four components of old/new effects, FN400, LPC, LPN and RFE, were recorded in both experiments. FN400, LPN and RFE were insensitive to cooperation and cheating, while the recollection-based LPC was asymmetrically modulated. A negativity bias was identified in source memory, as the LPC appeared only under the cheating case. While for destination memory, a positivity bias was observed due to enhanced LPC for the cooperative versus the cheating cases. The asymmetric modulations of cooperation and cheating on the recollection-based LPC in source memory and destination memory suggest an other-negativity bias and a self-positivity bias. The other-negativity bias could result from people's intent to avoid suffering from negative information and consisted with the social contract theory suggesting a highly specialized cognitive module to detect cheaters during social cooperation. While the self-positivity effect could be due to one's will to construct a more positive self-schema.

DISCUSSION ON THE GENDER EQUALITY WORK ENVIRONMENT OF FEMALE SOLDIERS

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Gender equality in the work environment has been the subject of much discussion in the past three decades. In the past, the military was dominated by men. In recent years, the proportion of female soldiers in Taiwan has been rising. The situation of female soldiers in the workplace and the gender equality of the military deserve attention. This study investigated the sexual harassment and response patterns of female soldiers in their workplace (N=281). In the department's sexual harassment prevention, only three-quarters of participants' units have been trained in "gender mainstreaming", "gender equality", or "sexual harassment prevention" in the past two years. 84.7% trainees indicated that their gender equality awareness is raised; however, more than 90% of participants' units have implemented gender equality" related articles, regulations, concepts and other propaganda announcements, of which 87.6% of the trainees indicated that can achieve the effect

of propaganda. As a female soldier, only 41.3% have read or contacted the CEDAW in their service units; Overall, only 37% understand CEDAW. In the part of work equality, some respondents indicated that the current service unit's promotion operation (2.9%), work distribution (2.8%) and non-supporting for applying parental leave (3.9%) are not in line with gender equality principle. Although 93.3% of them indicated that parental leave is beneficial to family care and support, 6% is still experienced or witness discrimination against women because of pregnancy. In the past two years, 17.8% of those have heard (or actually contacted) sexual harassment cases, 20.7% have heard of rumours or insulting female metaphors and other insults, 7.5% know forced female colleagues to participate in meal entertainment and drinking situation. The results show that we should pay more attention to gender equality in the military and change the hostile environment.

EXPLORING ALLOCENTRIC AND EGOCENTRIC SPATIAL REPRESENTATIONS USING THE CAVE TECHNIQUE

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Currently in psychological rehabilitation the necessity of developing innovative methods for testing cognitive disorders is becoming increasingly important. One of the urgent requests is associated with developing a new therapeutic tool for spatial cognition disorders, which, in particular, are manifested in decreasing the accuracy of mental spatial representations (SR) of the environment. In the scientific literature two types of spatial representations are highlighted: egocentric representations (ESR), encoding object locations relative to the observer and allocentric representations (ASR), specifying the relative positions between objects. There is very little data on the accuracy of ESR and ASR processing in working memory. To study this issue, the method was developed testing the ability to memorize 3D complex scenes. Six unique virtual scenes were constructed each consisted of seven objects located in different 3D positions. Each scene was shown for 25 seconds using the CAVE virtual reality system. Thirty six participants (22F, 14M, age range 18–26) were tested. The participant's task was to remember the scene and then to reproduce it in a virtual

space using the given viewpoint: «the front» viewpoint (to reproduce the memorized scene from the egocentric position), «the left» and «the above» viewpoints (to reproduce the scene from the left or above imaginary allocentric positions, respectively). To perform the task, the participants chose objects from the library of virtual objects and placed them in virtual space using the flystick. The object locations in virtual space were recorded. Then, the accuracy of ESR and ASR coding in terms of metric, topology and depth parameters was calculated. The results showed that the ESR coding ("the front" viewpoint) was more accurate in comparison with the ASR coding ("the left" and "the above" viewpoints). The comparison of two allocentric representations revealed greater accuracy of restoring the scene from "the above" viewpoint. The topological accuracy was much better than the metric and depth accuracy regardless of the viewpoints. The developed method revealed the features of ESR and ASR coding. It may be required in clinical psychological rehabilitation of spatial cognition disorders. The study was supported by RFBR grant, project № 17-29-02169

THE ROLE OF INDIVIDUAL CORRELATES AND CLASSROOM CLIMATE IN PASSIVE BYSTANDING BEHAVIOR IN BULLYING: A MULTILEVEL ANALYSIS

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When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. Many of them, however, are often reluctant to intervene or to inform adults. From a social-ecological perspective, bullying is not just the result of individual characteristics, but is influenced by multiple relationships, that is, bidirectional interaction between individuals and the multiple systems in which they operate. Bullying exists within the larger context of school climate, but there is a lack of empirical studies examining interactions between school climate and the personal correlates of bystanders. The purpose of this study was to investigate how personal correlates and school climate were related to bystander behaviors (remaining passively aside and not intervening) in bullying. Therefore, this study examined pathways that linked moral disengagement, low empathy and classroom climate to passive bystanding behavior in bullying. In addition to examining the pathways to passive bystanding behavior, we also tested the hypothesis that middle school students have different pathways from those of primary school students. Classroom climate was assessed using the measure of perceived satisfaction with the class. Two hundred and eighty-seven Japanese primary school (16

classes, mean age=10.6 years, 54.7% girls) and five hundred and thirteen middle school (20 classes, mean age=13.6 years, 50.1% girls) students participated in our questionnaire survey. T-test showed that compared with primary school students, middle school students significantly expressed higher moral disengagement, lower empathy and more negative school climate. The estimated class variance of classroom climate was statistically significant. Multilevel analyses were performed to examine the cross-level interactions between individual-level and classroom-level factors. Results showed that passive bystanding behavior was positively predicted by moral disengagement and only for middle school students by low empathy, and that classroom climate might buffer the influence of those negative individual characteristics on passive bystanding behavior only among middle school students. The results also showed that the effect of moral disengagement and low empathy on passive bystanding behavior varied between classrooms only in middle school, indicating the effects of risk factors depend on the characteristics of the classroom. Implications of these findings are discussed.

INTENSE STRESS AS MOTHER'S COMPLEX RESPONSE TO HER CHILD'S SERIOUS ILLNESS

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Serious illness of a child requiring surgical intervention is a stressor of high intensity for the child himself and his mother. It has been repeatedly shown that a life-threatening diagnosis is accompanied by changes in family roles and responsibilities (Long & Marsland, 2011; Mu et al., 2015 etc.). Mother's intense stress associated with musculoskeletal system surgery in her teenage child is studied. Child's experience of pain correlates with mother's emotional and psychological state (Evans et al., 2016). However, the complex medical and psychological study of the mother-child dyad in the situation of the forthcoming surgical intervention and its consequences has not been conducted yet. The present study examines the psychological peculiarities and relationship of mother's and child's response to the threat of surgery, perioperative analgesia and surgical anesthesia type, the traumatism of the operation and the localization of surgical manipulations. The purpose of the study: to differentiate mother's understanding of the child's disease, about the consequences of anesthesia and the type of operation in relation to the level of her intense stress. Hypothesis: the level of mother's stress intensity depends on the degree of

generalization of her representations of the child's disease, on kind of information about preoperative anesthesia and surgical analgesia, as well as on an adequate assessment of the operation traumatism degree. Methods: Perceived Stress Scale – 10 (PSS-10) validated by Ababkov et al., 2016; Author's questionnaire for evaluation of mother's representations about the disease and forthcoming medical interventions (Dan M., Kharlamenkova N., Kazymova N.), semi-structured interview (Tarabrina N. et al.). Sample: mothers (n=40, 30-55 years) of 12-16-year-olds diagnosed with benign tumors of the musculoskeletal system. Results: stress ratings are different ($p < 0.05$) between mothers with sufficient and insufficient information about the used anesthesia, regardless of the type of anesthesia (general, epidural or nerve block). It is shown that the level of stress is higher in mothers with more detailed and less generalized understanding of the child's disease. The correlation between the degree of traumatism of the surgery and perceived stress was also revealed. The reported study was funded by RFBR according to the research project 18-00-00393 (project № 18-00-00049).

MAKE – ME -UP

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The scientific literature shows that improving the physical appearance helps to improve the quality of life. Our project has been started by the "Voglia di Vivere" Association of Catania and it's aimed only for women with spinal cord injuries. The observational study examined the association between body image and life satisfaction of women with physical disabilities. Through the offer of a make-up course, we want to promote the regaining of one's own femininity and increase the integration with able-bodied people. A group of 12 women aged 19 to 55, suffering from tetra and paraplegia, attended a make-up course in a professional school. The meetings were introduced by the peer counselor. There is always a psychologist, a teacher and three school students as tutors. Makeup artists have taught strategies to improve facial features. The lessons included theoretical insights on basic makeup, brush and color analysis. Women who attended the course have proceeded with the make-up on themselves first and later, with the supervision of the tutors, on other people (a caregiver or a tutor). Keeping the brush in the

hands is often difficult, in fact, Enza, did not put on makeup anymore, had abandoned makeup because it made her nervous and other girls did not look anymore in the mirror. Every young woman experimented using the materials that were available to them. Every day they have improved their technique and the use of the materials, finding each one, after various trials, the modality commensurate with their own abilities. Enrolled women have visibly improved self-esteem, well-being and self-confidence even if the body still bears the marks of an experience of rupture and loss. The make-up classes allowed the teachers to understand that, even if a person has experienced a loss, she is able to integrate completely with able-bodied people without feeling different. The construction of a new experience outside the health environment, has allowed the construction of new relationships. The makeup lessons have become places of "taking care" but also of comparison where, the re-discovering has also become a re-discovery of the other in all directions.

TASK-RELATED HEART RATE VARIABILITY IS DIFFERENTIALLY ASSOCIATED WITH CREATIVE POTENTIAL DEPENDING ON PHYSICAL FITNESS

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Coping with mental challenges is vital to everyday functioning. In accordance with prominent theories, the adaptive and flexible adjustment of the organism to daily demands is well expressed in task-related changes of cardiac vagal control. While many mental challenges were found to be associated with increased effort and associated decreased task-related heart rate variability (HRV), some cognitive challenges were found to go along with HRV increases. Especially creativity represents a complex cognitive process, which not only results from mental effort but also from more spontaneous and free-associative modes of thinking. Critically, both creativity and HRV are associated with physical fitness. Furthermore, the cross-stressor adaptation theory suggests that changes in cardiac reactions to physical challenges (through training) may generalize to mental challenges. In line with this idea physical fitness was

hypothesized to moderate the association between task-related HRV changes and creative ideation performance. In a sample of 97 participants, an association between task-related HRV changes and originality as a function of participants' fitness was found. Participants with higher fitness levels produced more original ideas when they had higher HRV increases during the task. Participants with lower fitness levels showed the opposite association. Results suggest that physically fit people achieve higher originality probably via the engagement in more flexible and spontaneous modes of thinking, while less fit people may primarily benefit from increased mental effort. This supports the conclusion that higher creativity can be achieved by different strategies, the effectiveness of which seems to depend in part on the individual's fitness.

THE SATISFACTION LEVEL OF THE PAIN TREATMENT WITH THE AMERICA PAIN SOCIETY – PATIENT OUTCOME QUESTIONNAIRE

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For some time now we have been talking about hospital without pain, and there are various scales used to evaluate it. The aim of the study is to evaluate the patient's perceived satisfaction with the treatment of pain in relation to the care received. We used the American Pain Society – Patient Outcome Questionnaire (APS-POQ) proved valid and reliable even in Italian. An easy-to-impart tool consisting of 16 items provided by the psychologist to the patients through an interview. This project analyzed a sample of 46 hospitalized patients, aged between 45-82 years. Patients with cognitive deficits, psychiatric or psychophysical that do not allow the questionnaire completion were excluded. The aim was to verify the presence of pain in its

intensity and impact in different areas of activity; patient satisfaction for pain management and reasons for satisfaction/dissatisfaction; the presence of erroneous pain management beliefs. The reported average intensity of pain was 6/10. The highest pain intensity of hospitalization was 8/10. Patients reported the highest level of pain impact on general activities while the lowest level on walking. The satisfaction with the treatment of pain was positive both for the modalities with which the nurses and the doctors responded. In the future it would be advisable not only to check the effectiveness of the treatment of pain but also the patient's perception. It would be a further indicator of the quality of treatment as a feedback of the interventions carried out.

THE PERCEPTION OF THE HEALTH WORKER IN THE RELATIONSHIP WITH THE PATIENT: OUR EXPERIENCE IN A U.O. OF INTERNAL MEDICINE

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The health worker every day deal with the disease but also with emotions, feelings, experiences that belong to the "sick" person. The process of treatment inevitably activates various mechanisms in the operators that arise from the observation, from listening, from the physical and emotional proximity of the patient. The objective of the survey is to study the perception of nurses, doctors and O.S.A. when they come into contact with the suffering of the patient taken care of. A All U.O staff. of Internal Medicine was provided a self-imparted questionnaire. The sample of audience consists of 23 health workers (6 doctors, 13 nurses, 4 O.S.A.) for each person have been found role, age, sex, years the role. There are three main aspects considered: 1.

emotional breakdown / satisfaction deriving from the work done 2. feelings in the interaction with the patient 3. feeling related to their competence and to the work done in the team. The aim of the research was to detect the attitude of the individual to work, the operators shown emotional involvement with the patient; the sense of self-efficacy perceived together with the perception of the functioning of the working environment is good. Suffering represents a condition of crisis that determines a "cost" in terms of operator stress. In addition to diagnosis and treatment it is necessary to "approach" the emotional dimension. This is an approach still difficult to be implemented despite several years of service.

RELATIONSHIP OF WORK ENGAGEMENT AND ORGANIZATIONAL IDENTIFICATION WITH EMPLOYEES' EXTRAROLE BEHAVIOR

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Group and organizational identification, and work engagement are the important motivators for employee work attitude and performance. This research examines how employee organizational identification and work engagement affects his (or her) workplace extra-role behavior. In line with Group Engagement Model and Job Demands-Resources Model, we hypothesized that group and organizational identification positively affects work engagement, and this constructs positively related with employee extra-role behavior. In addition, social identity, perceived procedural justice and perceived outcome favorability positively correlate with work engagement and extra-role behavior. An online survey was created and posted on the Internet with 618 usable responses. Participants were 387 females and 231 males from different cities of Russia. Work engagement was measured by The Utrecht Work Engagement Scale (UWES-9), extra-role behavior was measured by Extrarole Workplace Behavior Scale (Rebzuev, 2009), group and organizational identification was measured by Social Identity Scale, procedural justice was measured by Procedural Justice Scale, outcome judgements was measured by Outcome Evaluations Scale (Blader, Tyler, 2009). All variables were measured

by seven-point Likert-type scales (1 means 'strongly disagree' and 7 means 'strongly agree'). Correlational analyses and structural equation modelling analysis was used to test our research hypotheses. Research findings provide partial support for the above propositions: • An employee group identity positively correlates with work engagement ($\beta = 0.67$) and both constructs positively correlate with an individual's extra-role behavior ($\beta = 0.17$ for work engagement and $\beta = 0.45$ for group identity). • An organizational identification positively correlates with work engagement ($\beta = 0.56$) and both constructs positively correlate with an individual's extra role behavior ($\beta = 0.23$ for work engagement, and $\beta = 0.29$ for organizational identification). • An employee social identity, perceived procedural justice and perceived outcome favorability positively correlate with work engagement, that in turn along with social identity positively correlate with employee's extra-role behavior. However, there have not been found statistically meaningful correlations between work engagement and perceived procedural justice and perceived outcome favorability. Results of our research confirmed Group Engagement Model.

DIRECTED FORGETTING MITIGATES THE EMOTION IMPAIRMENT IN ASSOCIATIVE MEMORY

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Associative memory, defined as memory for two or more items encoded together, could be either impaired or enhanced by emotion. For negative emotion, dual representation theory supports a weakening effect while the model of consolidation process and binding hypothesis support a facilitating effect. Turning to positive emotion, a facilitation of it for associative memory was expected by the broaden-and-build theory. However, existing studies have focused only on the influence of emotional valences on old and rearranged pairs in associative memory, while its effect on "old+new" pairs has still been neglected. Moreover, studies concerning item memory have revealed various degree of directed forgetting effect between negative and positive stimuli. Inspired by this, we wonder whether the emotion effect in associative memory can be modulated by directed forgetting. Combined with a directed forgetting paradigm and an associative recognition paradigm, the current study aimed to investigate the interacted effect of emotion and directed forgetting on associative memory. Thirty-two participants studied negative, positive and neutral word pairs with a "to-be-remembered" (TBR) or a "to-be-forgotten" (TBF)

cue, followed by an associative recognition test. Hit rates for old, rearranged and "old+new" word pairs were compared through different emotion and cue conditions. Generally, an emotion impairment was observed as hit rate for neutral word pairs was higher than that of negative and positive word pairs, with no significant difference between negative and positive word pairs. To be specific, this emotion impairment survived under the "TBR" instead of the "TBF" condition for "old+new" pairs, while emotion exerted no significant influence on hit rates for old and rearranged pairs, either under the "TBR" or the "TBF" condition. Current data suggested that both positive and negative valence impeded associative memory and directed forgetting mitigated such impairment. For negative valence, this consisted with the dual representation theory. As to the positive valence, the results conflicted with the broaden-and-build theory. This could be explained as the emotion impairment existed only under the "TBR" condition which tended to elicit rehearsal, rather than the "TBF" condition, where inhibitory control tended to distract attention from emotional information.

ART THERAPY AND SUCCESSFUL AGING

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Among the features of modern society the increase of life expectancy and human global ageing phenomenon are evident. At the same time, many scientific researches underline that the chronological life extension is not supported by the preservation of its quality. This reality necessitates searching for resource abilities of the aging person and the mechanisms of their implementation as an essential condition of life quality improvement and successful ageing. Many papers reporting the variability of human evolution vectors during gerontogenesis, with preserved cognitive sphere. This allows to understand the functional behavior of changing mental functions during normal ageing as possessing resources and potential for mobilization. Many researchers consider education, active life-style, aiming at emotionally significant tasks as favorable factors for preserving stable cognitive abilities during gerontogenesis. Another base-point is the hypothesis that the creative activity stimulates the subject to use actual and potential experience thus triggering the person's evolution. Our goal was to realize the program of psychological

intervention using art-therapy for effective prevention of elderly dementia. Our research lasted for 12 months and involved 130 respondents aged 56-84. The intellectual activity dynamics after art-therapy was assessed using "Express method for evaluating cognitive functions during normal ageing" (Korsakova, Balashova, Roshina, 2009), based upon A.R. Luria's structural-functional brain model. The content analysis of personal activity was performed using the Questionnaire "Subjective impression of life" (Naumova, 2014). Research results show that being involved in creative activities allows to mobilize cognitive processes, that is of vital importance for aged people to keep them self-sustainable and preserving their lifestyle standards and dignity. The role of the structured and purposeful creative activity in the life experience potential implementation for the successful ageing is highlighted. We assumed that intentional creative activity stimulates the participants' mediated experience of reality and triggers the mechanisms of transforming cognitive experience into potential one.

PSYCHOLOGICAL RISK FACTORS FOR PREGNANCY TERMINATION IN WOMEN WITH SOMATIC PREGNANCY COMPLICATIONS

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Pregnancy is often a crisis period for women, that is associated with big physiological and psychological changes. Psychological changes are necessary for women in order to return to a state of psychological stability and preserve their health. Women with a somatically complicated pregnancy need to have particular psychological factors that prevent the risk of pregnancy termination. This study is aimed at identifying both positive psychological factors, that help to maintain a healthy pregnancy, and negative psychological factors contributing to a risk for pregnancy termination in women from 3 groups with different somatic status: healthy pregnant women (control group), women with extragenital pathology and women who are pregnant after in vitro fertilization (IVF). 294 pregnant women participated in the study. Methods: Questionnaire of reproductive motives «My Pregnancy», «Self-evaluation of Psychological States» (H. Eysenk), semantic differential scale (C. Osgud), picture test «Me And My Child» (G.G. Philippova).

Common positive factors, contributing to the maintaining of healthy pregnancy in women from all groups: desire to realize the need for motherhood; readiness to interact with the child even during the pregnancy were identified. Common negative factor, contributing to a risk of pregnancy termination in all women: high anxiety level throughout the pregnancy was discovered. Psychological risk factors for pregnancy termination in women from each group of pregnant women were determined. In women with healthy pregnancy these were: unmet need for love and care and perception of pregnancy as a means to improve the financial situation; in women with extragenital pathology: loneliness and a desire to give their lives meaning by a childbirth; in women with IVF pregnancy: loneliness and perception of pregnancy as the only reason to change the life, go away from past failures and begin a new life stage. The reported study was funded by RFBR according to the research project № 18-313-00155

EYETRACKING IN PSYCHOLOGICAL ASSESSMENT

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The limitations of test inventories have necessitated objective measure techniques based on psychophysiological correlates to improve the validity of psychological assessment. Improvement of equipment for eye-movements recording and its significant advantages had led the way by using eyetracking in psychodiagnostics. Eye-tracking is increasingly being used in lie detection: accuracy is comparable to the polygraph testing (86-95%), but technologies are based on a different markers of deception, set of markers and their variability in lying are highly controversial. This study encompassed two goals: eye movement markers that distinguish value-driven attention from attention to a neutral stimulus or composition-enhanced stimulus (size, color, etc.); eye-movement markers of deception and testing of the hypothesis that stimulus configuration (choices to answer), type (text/image), relevance (positive/negative) and types of deception have an impact on lie detection's efficiency. The procedure included presentation of neutral, meaningful and composition-enhanced stimuli; text/image presentation with true-or-false answer in various testing situations; control in-blank testing. Hardware: SMI Red-M 250Hz. Participants: N=108. The complex of oculomotor markers that statistically reliable distinguishes

value-driven attention was found. The stable general complex of deception markers was revealed, which is common to all type of stimulus and all type of deception. The true answer is accompanied by a predominance of focal attention indicators, while random choice of false answer or active lying are manifested in increased ambient attention. The features of stimulus have an impact on the set and discriminating fineness of eye movement markers of deception. Dichotomic-choice answers are the most preferable. The type of stimulus is not decisive for deception detection. The markers of deception are depended on stimulus emotional valence. The discriminating fineness is maximal for stimulus having negative valence. Each type of deception also has a unique set of markers, that distinguishes it from other deception and could identify it. Selected markers formed the basis of truth-or-lie detection technology. Eye-tracking testing data has a significantly higher correlation with in-blank test results and multichannel polygraph recording data. The special software has been developed to assess background of individual response rate and set flexible criteria for marker-assisted selection of meaningful stimuli and false responses.

THE LEVEL OF MIDWIFES PSYCHOPATHY

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Psychopathy is theoretical construct of personality disorder, commonly defined as a social maladjustment and emotional deficits. In historical theories, the psychopath was described in a different ways. According to the contemporary triarchic model, psychopathy is treated as a three distinct but interrelated components: boldness, meanness and disinhibition. Boldness is described as a tendency for social dominance, which is accompanied by low anxiety and emotional resiliency. Meanness is a phenotypic manifestation of the lack of empathy, exploitativeness, cruelty, callousness, and thrill seeking. Disinhibition is related to irresponsibility, impulsiveness and hostility. The aim of this study was to measure level of midwives psychopathy and compare it to general population. Research question was posed: is there difference in level of psychopathy and it components between occupational groups of midwives and general population? This study was conducted in hospitals in Szczecin, Poland using paper-and-pencil method on n=30 midwives (100% woman, aged 23-60 M=40,17; SD=13,34). Control group of general population n=89 (100% woman, aged 18-45 M=28,02; SD=6,96) were examined using online survey. The applied tool

was TriMP-41 in Polish adaptation of Pilch and a self-designed questionnaire collecting sociodemographic data and information concerning the participants' professional activity. Results of the analysis revealed significant differences between midwives group and control group in each aspects of psychopathy. The strongest effect can be observed in total level of psychopathy [$t(34,1)=6,883$; $p<0,001$; $d=1,77$; $CI95=(1,15;2,37)$], and the weakest effect can be observed in boldness [$t(36,8)=1,883$; $p=0,075$; $d=0,48$; $CI95=(0,05;0,91)$]. Every comparison revealed higher level of psychopathy and it components observed in control group than levels obtained by midwives group. In summary, there are significant differences of psychopathy level and it's components between midwives and control group. Results of this research lead to very important conclusion about health care – newborns and women in postpartum period are generally cared by midwives who are tend to more emphatic behaviors and with less hostile, callous attitude than general population. On the other hand, midwives level of boldness is similar to general population. There should be considered continuing research on other occupational groups working in health care.

DEVELOPMENT STUDY OF PARENTAL CHILD CONTAINING FUNCTION

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If the quality of the relationship between a mother and her child and the parents' attitudes doesn't meet the psychic needs of the child, this would cause anxieties and an inner conflict which will generate a psychopathological symptom. That's why it is aimed to develop a scale for supporting clinical studies, that facilitates evaluating the relationship between the mother and her child, the quality of parental attitudes and the understanding the source of relational conflicts. The scale's items are formed on the basis of parent-child clinical observations and Bion's concept of containing function. When the mother's containing function is weak, which means that the parent can't identify, give a meaning and transform the baby's needs, this will cause an inner tension and some psychopathological symptoms as a consequence. In the clinical situations, when faced with a child having a psychopathological symptom, it is quite important to adopt an integrated approach, thus to evaluate also the quality of the parental attitudes, which may be on

the basis of these symptoms. In the present study, validity and reliability procedures were performed in order to develop a measurement tool that would be able to understand parent and child relation especially parental containing function for (0-14) years. In this study, 13 different analysis were performed with 6 different samples to verify the validity and reliability of the scale. In the process of developing the scale, it has been applied content validity, construct validity, internal consistency reliability, test – retest method. Literature reviews and expert opinions have been taken into consideration in the course of formation item's pool. Items with content validity ratio under .80 were deleted. To ensure construct validity, it has been applied explanatory analyse. Cronbach's alpha and item-total corelations have been evaluated for internal consistency. For the test-retest analyses, results of the same group are compared within 3 weeks. As a result of all analyzes, it is observed that the scale developed has high validity and reliability values and can be used in the field.

THE MEANING OF LIFE IN THE REPRESENTATION OF WOMEN ENGAGED IN EDUCATION SPHERE

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The problem of the meaning of life is one of the central in the personal development and its self-realization. V.P. Bransky summarizes 5 approaches in the solving of the life purpose problems, one of them is the formation of an ideal. In this regard, the purpose of the study was to analyse the perception of the life individual ideal. The object of study was 35 women working in the education (teachers and psychologists from Kirov, average age – 36 years). The women were passed through the depth interview, which included the essay writing on the theme "My life ideal". The data were processed by the content analysis. The predominant life-theme is a family (14.4% of the nouns). This concept is occurred in the opposite types of context: "the most important thing in life" or "one of the spheres of life", "source of wealth" or "opportunity to create wealth". The next category is "life" (13.4%). In the contexts of its frequency we can distinguish such groups as spheres of life, goal of life, length of life, quality of life, the ability to give the birth. The

category "people" also occupies an important place (8.3%). The contexts include: the individual actions in relation to other people; the other people actions in relation to the individual; properties of people. The category of "work" is relatively rare met (2.9%). In the interview subjects issues the verbs "want" (20.2%), "have" (16.7%), "live" (11.9%) prevail. The category "want" expresses the desire and the activity motive. The present situation of the interview subjects is expressed by the verb "have. The life conditions and qualities are connected with the verb "to live". The most common adverb is "always" (37.0%), through which certain constants of the desired things are established. In general, it can be noted that ideas about the meaning of life include the fundamental human values such as – a family, a preservation and enhancement of life, a transfer of moral qualities. The intention to participate actively in wide social life is mentioned rather rare in the essays.

CINEMA AS A FACTOR OF INFORMATION AND PSYCHOLOGICAL SECURITY

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Mediatization of modern society and globalization of information space raise the problem of information and psychological security, which is related directly to the impact of the mass media. Nowadays, mass media defines the vision of the surrounding reality. Cinema, as one of the mass media, affects the public consciousness and human psyche and can play a role in ensuring the psychological security of the individual and society. Movies impact on the audience's values, stereotypes, attitudes, and mental representations. We develop the problem of information and psychological security in cinema discourse: analyze its various aspects and the ways of security at the level of the individual and society. I present two empirical studies conducted in the context of this problem. The aim of the first one was to identify the value orientations and broadcast images in the current Russian cinema discourse. Content and discourse analysis and Schwartz's questionnaire scales were used. The object of the analysis was 10 the most visited Russian movies. It was determined that they transmit the values of Dominance (power, influence, authority),

reflecting hierarchical relations in both public and personal spheres, Spirituality (courage, loyalty, sense of life), and Stability of life (national security, protection of the family). Values of Equality and Self-Realization are much less represented. In addition, patriotic values are determined. The aim of another study was to identify differences in the perception and understanding of movies by Russian-and English-speaking audiences, and to determine the effectiveness of the impact of a non-Russian film about seniors on Russian viewers. A total of 100 texts, which are film's reviews of Russian- and English-speaking viewers, were examined using the content and discourse analysis. The study revealed features of the perception of the film and its impact depending on the cultural specifics of the viewer. The Russian audience showed a greater impact of the foreign movie, primarily in a positive change in attitudes towards the elderly people. We discuss the possibility of cinema in ensuring information and psychological security through the formation of certain values, and threats associated with its negative impact.

RELIABILITY OF THE CONSCIOUS SELF-REGULATION IN THE GOAL ACHIEVEMENT UNDER THE STRESSFUL CONDITIONS

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The study had its task to identify the differences in conscious self-regulation and its reliability among extreme and mass professions. We consider conscious self-regulation based on the approach proposed in the works of V. Morosanova, who defined it as the human ability for setting the goals and managing their achievement. The structure of conscious self-regulation consists of the functional cognitive-regulatory processes (Goal planning, Modeling of significant conditions, Programming of actions, Results evaluation) and instrumental personal-regulatory features (Flexibility, Independence, Reliability). According to numerous studies, the fault-free operation and effectiveness of human activity in the goal achievement under stressful conditions are associated with reliability of conscious self-regulation as sustainability of self-organization of mental and practical activity in stress situations. We supposed that there are significant differences in self-regulation reliability depending on the specifics of activity. Research sample included 378 participants from different

professional groups (teachers, social workers, rescuers, pilots, and sailors) aged 20 to 61. Participants filled in Self-Regulation Profile Questionnaire – SRPQ (Morosanova, 2011), Chronic Stress Manifestation Scale and Acute Stress Manifestation Scale – MMS (Leonova, 2007), Eysenck Personality Profile-Short – EEPS (Russian adaptation, 2000). We found significant differences between groups of teachers and social workers vs rescuers, pilots, and sailors in all cognitive-regulatory processes (goal planning, modeling significant conditions, programming actions, evaluating result) as well as in the instrumental personal-regulatory feature – reliability of self-regulation. Moreover, the study revealed that reliability of self-regulation in stressful conditions is significantly higher in extreme professions rather than mass ones. Based on our findings, we plan to further investigate the importance of self-regulation reliability in the professional fields with different demands for stress sustainability.

THE EFFECT OF PARENTS'S FULFILLMENT OF ROLE OBLIGATION ON CHILDREN'S GRATITUDE: FILIAL BELIEF AS MODERATORS

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Although filial piety to parents was regarded as unconditional positive duties in Chinese parents' fulfillment of role obligation (taking care of children) on children's gratitude to parents (Hwang, 1998, 2005), there were little empirical evidence. Previous studies showed that Chinese interpersonal duties for family members were not affected by the affective quality of relationships (Wei, 2001a; Wei, 2001b). But when parents violated their role obligation, they were less likely to be perceived as good parents and received children's help (Wei, 2011). This study aimed to investigate the effect of fulfillment of parental duties on children's gratitude. It was inferred that those who fulfilled parental duties received more gratitude from their children. Furthermore, filial beliefs moderated the relationship between parents' fulfillment of role obligation and children's gratitude to parents. Furthermore, filial beliefs moderated the relationship between parents' fulfillment of role obligation and

children's gratitude to parents. College students and adults were recruited as participants through internet survey. Participants had to read simulated scenarios describing how parents took care of their children, then rated the degree of gratitude children felt toward parents. Filial belief scale (Chen, 2018) measured participants' belief of life origin (one's life originating from parents) and unity view of life (one's life uniting with parents' life). The results indicated that parents who fulfilled parental duties received more gratitude from their children. For people with high belief of life origin and low unity view of life, there were stronger positive relationship between parents' fulfillment of role obligation and children's gratitude to parents. Filial piety is based reciprocity. As parents get older and ask children to take care of them, those who took good care of children would be reciprocated with good care. Therefore, children would not respect and help parents unconditionally.

DIFFERENCES IN THE PERSPECTIVE OF ADOLESCENTS AND THEIR FAMILIES

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This study determines the emotional problems of adolescents and on the other hand measures their satisfaction with their lives. In parallel, the same subjects were screened with their families and the differences between adolescent and family forms were statistically analyzed. So, possible solutions will be discussed by drawing attention to the differences between child and family forms of measurement tools subject to research. The population of this study consisted of adolescents and their families aged between 10 and 18 who studied at High School. The sample consisted of 109 participants selected randomly from these students. In this study was used to Child-Adolescent Symptom Assessment Inventory, Psychological Well-being Scale, Subjective Well-being Scale and demographic information form. All participants were randomly selected. Total (N = 109) adolescents and their families participated in the study. Descriptive statistics and Wilcoxin Marked Sequence test techniques were used to analyze the data

obtained from the study. Most of the participants were male (65%) and 16-18 years of age. Their parent education level was at primary and high school level. There is a significant difference between adolescent' forms and parent forms in terms of their economic status and motherhood type (anxious, irritable, etc.). As well as somatization, anxiety, behavior problems and separation anxiety subscales which of the Child Adolescent Symptom Assessment Inventory are significantly different in adolescent and their parent forms. Also there are a significant difference between adolescent and their parent forms of Psychological Well-being and Subjective Well-being. Their scores are higher in parent than in adolescent. In this study shown that adolescents' perception of emotional and behavioral states and their parents' perception of them were different. Families tend to be more optimistic when evaluating adolescents' problems.

THE FACTOR STRUCTURE OF PEDIATRIC CANCER-RELATED FATIGUE

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Worldwide, over 175000 children are diagnosed with cancer yearly. An important effect of cancer and its therapy is cancer-related fatigue. It seriously affects the quality of life in pediatric cancer patients and their caregivers. It is important to assess the level of cancer-related fatigue in children with cancer. 140 pediatric cancer patients aged 7-18 (40% with acute lymphoblastic leukemia, 60% with posterior fossa tumors) and their parents took part in the study. A Russian version of the Scale for the Assessment of Fatigue in Pediatric Cancer Patients (the child and the parent version) was prepared. The scale comprises 27 items with three subscales: General Symptoms, Sleep Symptoms, and Treatment-Related Symptoms. The items were translated into Russian by five experts in the field of linguistics, psychology, and medicine. For children aged 7-12 only the General Symptoms subscale was used. Factor analysis was conducted (principal components with Varimax rotation, in all analyses KMO > 0.8, Bartlett sphericity tests significant at <0.001). In children aged 7-12, a one factor solution was found (41% explained variance). In children aged

13-18, a four-factor solution was obtained (60% explained variance). The Sleep Symptoms and the Treatment-related Symptoms subscales loaded on separate factors. The General Symptoms subscale was divided into two factors – general fatigue and apathy. In parents, a four-factor solution was obtained (58% explained variance). Again, the Sleep Symptoms and Treatment-related Symptoms subscales loaded on separate factors, while the General Symptoms subscale loaded on two factors – general fatigue and excessive fatigue during daily routines (meals, hygiene, walks etc). Sleep- and treatment-related fatigue symptoms are separate manifestations of pediatric cancer-related fatigue. However, the general fatigue factor requires further differentiation. In children, it may be divided into a general feeling of tiredness and into a feeling of loss of energy and apathy. In parents, it may be divided into a general effect of tiredness and a sense of child's inability to perform daily routines. Pediatric cancer-related fatigue is a multi-faceted phenomenon with different aspects reflecting the viewpoints of the child and the parent.

PSYCHOLOGICAL ASPECTS OF TRAINING OF DIGITAL CURATORS FOR WORKING WITH OLDER PEOPLE

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The rapid development of digital technologies has put the problems associated with the need to involve people of different ages and professions in the digital environment. The issue is so important that Russia has adopted a new professional standard – a digital curator. A significant part of the clients with whom digital curators will work are older people, whose proportion is increasing every year in many countries of the world. In the literature, in the context of support of older people in mastering digital space, their cognitive capabilities, motivation, activity in the digital sphere, experiences, social and psychological aspects are considered (Hernandez-Encuentra et al., 2009; Senecka, 2014). However, the problem of psychological readiness of curators to work with older people is new. The aim of the study is to select the content of the psychological component of digital curators' training. The construct that includes information about the specifics of interaction with older people (cognitive component), formation of a positive attitude to them (motivational component), training in special methods of communication (behavioural component) is proposed. Sample consisted of 68 older respondents of four age subgroups (age

from 58 to 91 years) and 163 young people (age from 15 to 19 years). Methods were: semi-structured interviews, questionnaires, analysis of results of the training programmes developed by authors for older and young people for cooperation in the field of digital technologies. The results of the study showed that the cognitive component of training of curators, in addition to well-known data on typical difficulties and cognitive decline in older people, should include data on the nature of using the Internet in different age subgroups (information search, communication, entertainment, choice of services, display of creative activity, etc.). Respondents' interviewing revealed intergenerational problems in interaction in mastering the digital environment: intolerance of the younger generation; exaggeration of their health problems; conservatism of older people, etc. The results of training sessions for different generations showed the possibility of convergence of their attitudes and identified the most successful ways of learning (discussions, enacting problem situations), which can be used for motivational and behavioural training of digital curators.

SELF-CONTROL DEMANDS AT WORK AND JOB-RELATED EMOTIONAL EXHAUSTION IN SPORTS SERVICE INDUSTRY: THE MODERATING ROLE OF JOB CONTROL

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In sports service industry, employees need to make contact with customers to meet their demands and fulfill managers' expectations for their work tasks. According to Schmidt and Neubach (2007), those service-oriented employees are increasingly exposed to self-control demands at work which urge an employee to consume one's limited self-control resources. Based on the Conservation of Resources Theory (Hobfoll, 1989), we expected employees might experience emotional exhaustion when they are in the self-control demands context because employees are required to exert their resources to respond those requirements are more likely to run out personal resources. Moreover, we argue job control as a potential moderator that may enhance the effect of self-control demands in shaping employees' emotional exhaustion over time. We collected participants from sports service industry through Amazon Mechanical Turk. For the cross-lagged panel design, 177 employees (male = 50) with a mean age of 30.20 years (SD = 6.25) were recruited as participants in the current study. Their average tenure in the present sports service company was 4.52 years (SD = 3.11) and their

average daily working hours was 7.60 (SD = 1.73). Self-control demands (independent variable), job control (moderator), and job related emotional exhaustion (control variable) are collected at Time 1. One month later, participants were asked to complete the measurements assessing job related emotional exhaustion (dependent variable) again at Time 2. The results indicate that self-control demands has no significant negatively correlated with employees' job related emotional exhaustion. However, the effect of self-control demands on job related emotional exhaustion varies based on job control. Specifically, only employees who are in the self-control demands context and have job control at the same time would lead to a higher change in job related emotional exhaustion. These results explained that job control might be a stressor for self-control demands employees in sports service industry because those employees would constantly invest in their limited control resource to respond self-control demands context and experience more job related emotional exhaustion. Our results contribute to the field of work stress and mental health of employees in sports service industry.

A STUDY ON PARENTAL PSYCHOLOGICAL CONTROL, EMOTION REGULATION AND FEELINGS OF BULLYING VICTIMIZATION AMONG ADOLESCENTS

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This study aimed to investigate parental psychological control, and to understand its correlation with children's emotion regulation and feelings of bullying victimization. The study used questionnaires, and the subjects were 859 (393 males and 466 females) junior high school students in Tainan, Taiwan. The research instruments used were "psychological control scale", "emotion regulation scale" and "feelings of bullying victimization scale." The results include: 1) Boys perceived parental psychological control more than girls do; 2) Girls had stronger emotional awareness and greater emotional introspection compared to boys; 3) Boys felt more victimized than girls did when verbally and physically bullied; 4) The subjects from a family of single parent perceived mothers' psychological control more than those from a family of both mother and father do; 5) The subjects whose fathers had a college degree or higher education level perceived their fathers' psychological control of diminishing thought more than those whose fathers had a degree of junior high school do; 6) The subjects whose mothers had a degree of junior high school or high school/vocational school perceived their mothers' psychological

control of limiting expression more than those whose mothers had a college degree or higher education level do; 7) There was a positive correlation between emotional expression and the guilt arising from perceiving father's psychological control among the students, whereas self-deprecation and emotion regulation were negatively correlated; 8) There were negative correlations between perceiving mothers' psychological control of diminishing thought and the awareness in emotional regulation among the students; 9) There were negative correlations between perceiving mother's psychological control of restricting expression and the awareness, expression, adjustment, and introspection in emotional regulation among the students; 10) The more the students perceived parental psychological control, the stronger feelings of bullying victimization they had; 11) parental psychological control and emotion regulation could predict the feelings of bullying victimization among the students. Finally, this study puts forward suggestions for parenting education, guidance and counseling, and bullying prevention.

“EMERGING PRECARIOUSNESS” FROM THE INSIDE: LOW QUALIFIED YOUNG ADULTS’ NARRATIVES ABOUT JOB INSECURITY

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In a labor market increasingly composed of high skilled jobs, low qualified young adults often have to face job insecurity and arduous transitions from school to work. Our communication is based on a qualitative thematic analysis of semi-structured interviews with 15 low qualified and precarious young workers in Switzerland. More specifically, it focuses on how they narrate their subjective experience of job insecurity. Results showed that job insecurity was associated with

poor work conditions and the feeling of benefiting of limited career perspectives. Participants also attributed their precarious situation to difficulties in the economic, physical and psychological health, migration, or family spheres. The study suggests that career counseling with emerging adults entering the labor market should focus both on the individual and the contextual levels, and aim to prevent a sort of “emerging precariousness”.

SELF-MONITORING AND REGULATORY FIT IN INTERNSHIP

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Trait activation theory indicates that when the feature of environment cue is similar to an individual's attribute, the trait would be activated to express. Combined personal traits with goal framing, by stressing profit or loss, contextual information usually be delivered with specific orientation after designing. In addition, some personal attributes, such as self-monitoring, would push individuals to minimize the difference between the role they played and social expected. Therefore, this study aimed to examine the moderating effects of the orientation of goal framing (promotion/prevention) and self-monitoring between individuals' regulatory focus and cognitions. A total of 250 students were recruited from the universities and colleges in Taiwan. The mean age of participants was 21, and 55% were female. Participants in this study were informed of the oncoming internship and volunteered to participate in this study. Participants' demographics, regulatory focus, self-monitoring, and goal orientation (the context of internship hiring, promotion: personal growth; prevention: faults intolerance), internship self-

efficacy, and well-being were measured with a questionnaire. Before the questionnaire was filled out, a consent form was obtained from all participants. To test whether self-monitoring and goal orientation would moderate the relationship between individuals' regulatory focus and internship self-efficacy and well-being, hierarchical regression analyses were used. The results showed that self-monitoring would only strengthen the relationship between individuals' prevention focus and well-being, relative to the relationship between individuals' promotion focus and well-being. In addition, individuals would have higher internship self-efficacy only when their regulatory focus are consistent with goal orientation in prevention, relative to the fit between promotion focus and promotion goal orientation. In sum, when the hiring context of internship stresses on faults intolerance and students are prevention focus, they would have higher internship self-efficacy. In addition, when prevention-focused students with higher self-monitoring degree, they would have higher well-being.

PRODUCTIVE AND UNPRODUCTIVE PATTERNS OF METACOGNITIVE REGULATION OF INTELLECTUAL PERFORMANCE

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Intellectual performance is influenced by a great number of factors besides intelligence and skills: type of motivation (Busato et al., 2000; Gagne, Deci, 2005), self-efficacy (Zuffianò et al., 2013; Judge, Jackson, 2007), etc. Metacognition is one of such factors (Van der Stel, Veenman, 2008; Young, Fry, 2008). We studied patterns of metacognitive regulation (PMR) which are regularly recurring stable mental programs aimed at achieving high levels of intellectual performance manifesting themselves as particular behavior patterns which can be observed. Hypotheses: 1) PMRs exist across different samples; 2) PMRs can be divided into productive and unproductive using special criteria; 3) productive PMRs have an association with high levels of self-efficacy and approach achievement motivation; 4) unproductive PMRs have an association with low levels of self-efficacy and avoidance achievement motivation. Methods were: 1) "Picture Arrangement" subtest of WAIS followed by in-depth semi-structured interviews; 2) "Features of intellectual performance" questionnaire (by D.N. Makarova, M.V. Osorina); 3) "Emotional profile of intellectual performance" questionnaire (by A.A. Zhukova, M.V. Osorina); 4) "Approach and avoidance achievement motivation" questionnaire (by A.A. Rean); 5) "Generalized Self-Efficacy Scale"

questionnaire (by R. Schwarzer, M. Jerusalem, adapted by V.G. Romek). Sample consisted of students and graduates of Russian colleges and universities (N=246, 51 men, mean age: 24). Statistical methods used: factor analysis (maximum likelihood method with varimax rotation), Kruskal-Wallis test. Results showed: 1) PMRs of intellectual performance, observed in subjects at the pilot stage of research, were also found in behavior of other participants from two different samples, recurring with different frequencies; 2) the classification criteria for dividing PMRs into productive and unproductive were defined; 3) 8 factors incorporating alike PMRs were extracted; 4) significant differences between distributions of factor scores of participants with different levels of self-efficacy were revealed (for 3 factors); 5) significant differences between distributions of factor scores of participants with different types of motivation were found (for 2 factors). The association between different patterns of metacognitive regulation with the level of self-efficacy and the type of motivation requires further research. The results of this study are essential for diagnostics of intellectual efficacy of young adults, consulting and creating training programs on this subject.

HOW DOES FLUENCY BASED ON SEMANTIC RELATIONS CONTRIBUTE TO RECOGNITION MEMORY? AN ERP STUDY

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Some recent studies have found that processing fluency which refers to the subjective experience of ease or difficulty with cognitive processing can influence recognition memory. Participants tend to endorse fluently processed items to be old. Earlier studies applying R/K paradigm revealed that fluency induced by masked repetition priming increased familiarity not recollection. However, the results by conceptual fluency in masked conceptual priming paradigm are controversial. Studies using primes that were conceptually related showed that conceptual fluency can affect familiarity and recollection. In that studies when conceptual primes lexically associated, researchers found that only familiarity was influenced. One possible source for the discrepancy may be the different semantic relations of primes. So we wonder how conceptual fluency base on different semantic relations influence familiarity and recollection and the difference between the modulation on recognition by perceptual and conceptual fluency. The present study used event-related potentials to investigate how conceptual (thematic/taxonomic relation) and perceptual fluency separately induced by masked conceptual and repetition priming paradigm differently contribute to recognition memory. In

study phase, participants were required to judge whether the content of the picture displayed was nature or artificial. Then a recognition test in which participants make R/K/New judgment after a 1min distraction task. Behavioural results revealed that repetition and thematic primes increased K hits, whereas taxonomic primes increased more R hits. ERP results showed repetition, all primes are all associated with FN400 old/new effect. And LPC old/new effect were significant larger in taxonomic primes than others. These results suggest that perceptual and thematic conceptual fluency strengthen familiarity and taxonomic fluency increased both familiarity and recollection. Thematic conceptual fluency is more similarity to perceptual fluency and can contribute to familiarity, whereas taxonomic conceptual fluency strengthen recollection. For thematic and repetition primes, the high associated relation make target easier to come to mind. With less cognition resource involved they increased familiarity. In contrast, taxonomic prime increase the fluency with which participants re-retrieve information about old item. Thus, taxonomic conceptual fluency makes more successful recollection. In conclusion, fluency based on different semantic relations can modulate familiarity and recollection.

ATTITUDES TOWARDS ONLINE PSYCHOLOGICAL COUNSELING IN HEALTHY AND PSYCHIATRIC PATIENT POPULATIONS

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Continuous development of modern information technologies has made the Internet a place offering various services, including psychological assistance. Based on the theoretical framework concerning psychological help and the construct of attitudes, as well as evidence from previous research, the main goal of this work was to determine the attitudes towards online psychological counseling in healthy population and psychiatric patients. We formulated the following hypotheses: H1: Psychiatric patients have more positive attitudes toward online psychological help than healthy controls. H2: Sex moderates the differences in attitudes toward psychological help between psychiatric patients and healthy controls. The study sample comprised 315 persons (66% women and 34% men), aged 18 to 68 years, including 215 psychiatric patients and 100 healthy controls. The study was conducted in north-western Poland, using a self-constructed Attitude Scale for Online Psychological Assistance – 2 and a socio-demographic survey. In order to verify the hypotheses, an independent samples t test and 2x2 between-subject ANOVA

were performed. The first hypothesis has not been confirmed. Our analyses suggest that psychiatric patients are more skeptical than controls when online psychological help is provided via chat ($t=3.182$; $p<.001$), it assumes the form of psychotherapy ($t=3.259$; $p<.001$) and is used to treat mental illness ($t=1.678$; $p=.048$). There are no significant differences between the two samples in their attitudes towards other forms and communication in online psychological help ($p>.05$). Our results do not support the hypothesis that sex is a significant moderator of the relationship between participants' mental state (psychiatric patients vs. controls) and their attitudes toward online psychological help ($p>.05$). Furthermore, analyses revealed no significant effects of sex on attitudes towards online psychological help ($p>.05$). Our results suggest an important need for social psychoeducation concerning online psychological help, which could promote this method of counseling and increase the quality of service provided in this area in Central and Eastern Europe.

COGNITIVE AND PERSONAL REGULATION OF PROFESSIONAL MEDICAL DECISION-MAKING

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In this study, we implemented an integrated approach based on the concept of unified cognitive and personal human potential (Kornilova, 2016). The study aimed to identify the relationship between cognitive characteristics, personality, medical risks evaluation, and decision-making. We suppose that depending on the risk source and the subjective riskiness of the situation, decision making is associated with different personality traits and cognitive framing susceptibility. Sample: doctors (N=62; 42% male) aged 24-73 years. Methods: Melbourne Decision Making Questionnaire, evaluating Vigilance, Avoidance, Procrastination, and Hypervigilance; Ten Item Personality Measure; Budner's Tolerance of Ambiguity Scale; Kahneman's Asian Disease task to assess cognitive framing; Medical Risk Scale (SHMR), developed by our group. The task is to evaluate riskiness and choose the best way to solve 10 verbal tasks. Doctors, prone to cognitive framing showed no personal specifics. However, they rated SHMR tasks where the doctor's personality and condition ($p=0.031$) and the doctor's lack of knowledge ($p=0.041$) were the risk sources riskier comparing to the non-framed doctors and preferred standard actions in high-risk situations ($p=0.033$). Decision making involved personality specifics: in the task where risk was based on the

doctor's personality and condition, intuitive decisions were made by more emotionally stable participants than those who prefer standard actions ($p=0.037$); in social risk situation, intuitive decisions were associated with lower procrastination than transferring the decision-making ($p=0.035$) and standard actions ($p=0.003$); in the task involving the lack of knowledge situation, intuitive decisions were chosen by less conscientious doctors than those who postponed decision-making ($p=0.058$). Correlations ($p<0.05$ for all mentioned) showed that the average riskiness in SHMR was positively associated with Vigilance, Conscientiousness, and Openness. Those also correlated with postponing decisions and search for information in risky situations. Intuitive decisions in risky situations were positively associated with Agreeableness. Uncertainty tolerance correlated negatively with the following standards and decision transferring, the latter also positively correlated with Vigilance. Riskiness evaluation and decisions in risky situations associated with the doctor him/herself (personality, skills) seem to be more determined by cognitive-personal characteristics than external risks related to equipment or management. Supported by the Russian Foundation for Basic Research, project 17-06-00130.

COOKING THERAPY: POSSIBLE TOOL FOR PSYCHOLOGICAL WELL-BEING? A YEAR OF EXPERIMENTAL ACTIVITY

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Cooking therapy is a new methodology that uses the art of cooking. The basic assumption is "I'm sick so I cook" different from "I'm sick so I eat". The psychological reinterpretation of the phases of preparation of some dishes, acquire a therapeutic, physical, cognitive, social and intra-personal value, smells and flavors recall traditions and family ties. The primary objective of the study is to evaluate the response of participation in the laboratories of this experimental project and possible effectiveness of the tool for psychological well-being. Methodos: the study is qualitative. Observation is the technique used. The total sample consists of three small groups open and organized by age groups. 37 subjects were involved: 12 adults, 6 adolescents and 19 children. The laboratories had a fortnightly frequency and a duration of about 90 minutes each. Each workshop includes some main stages of preparation: wearing the apron, reading the recipe, weighing the ingredients, kneading, seasoning or decorating, sharing. In one year, 35 laboratories

were conducted: 11 for adults, 10 for teenagers and 13 for children. 81% of the participants were women. 58% of the total sample participated constantly. The laboratory with more turnout and more consistency was that of children. Average turnout and average constancy for adults. Reduced turnout but fair consistency for teenagers. 13 different dishes were prepared; 6 desserts and 7 salty. In the adult group it was mainly observed a recovery of traditions, family ties and cognitive functions. From the group of adolescents emerges a marked need to discharge anger and tension, recovery of self-esteem and belonging to the group. In the group of children there are difficulties in respecting the rules, respect for the times and the spaces of the other. In conclusion, considering the number of the sample, the results and the adherence of the users to the laboratories, in this preliminary phase, it could be considered cooking therapy as an effective tool for psychological well-being. Further in-depth studies will be conducted.

THE RELATIONSHIP AMONG EMPLOYEE DEMAND-ABILITY FIT, TASK PERFORMANCE AND PROMOTABILITY RATINGS

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I-heng Chen

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Promotability ratings is the subjective judgement of supervisors toward the future performance of employees in higher positions; therefore, the past performance of employees is usually used by supervisors to predict their future performance. Employees with higher job performance are more likely to receive higher promotability ratings. Meanwhile, employees are more likely to have better performance, then be promoted, when their abilities match with job demands. In this case, present study dedicates to find out the relationship among employee demand-ability fit, task performance and promotability ratings. On the other hand, as organization is a political arena, political skill is vital for individuals to survive and be effective in organizations. Hence, we also examine whether political skill has

moderating effect on the relationship above. Present study received 260 effective supervisor-rated questionnaires from various industries in Taiwan. The analysis results reveal that employee demand-ability fit will positively relate to promotability ratings; meanwhile, task performance will partially mediate the relationship above. Besides, political skill will positively moderate the relationship between employee demand-ability fit and task performance as well as the relationship between employee demand-ability fit and promotability ratings. Furthermore, it will moderate the mediated relationship above. In sum, present study provides some managerial implications to organizations and individuals as references.

GENDER PERFORMATIVITY IN CHILDHOOD MEMORY AMONG ELDERLY WOMEN: AN ATTEMPT AT PICTORIAL ANALYSIS

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This study used the theory of gender performativity as its basis and analyzed and investigated the connotation of gender performativity in childhood among elderly women. The study chose Tainan, Taiwan, as the location and interviewed 16 elderly women 70 years old and above. After each interview, the results were rendered into "gender event pictures", and then a pictorial analysis was conducted. The analytic materials include interviews, gender event pictures and generation-related literature, while the analytic elements include information of characters, scenarios, texts and generations. The results include: 1) The interviewees could describe the details of gender discrimination they experienced during childhood, which seemed to leave indelible memories; 2) "gender event pictures" served as testimony for the interviewees to obtain comfort and respect; 3) The dichotomous views about men and women, such as "men eat rice/women eat sweet potatoes", "men learn to do crafts/women learn to do chores", or "men go to school/women stay home", were a basic means to practice gender discrimination; 4) The interviewees would proactively look for opportunities to break gender

stereotypes and gain enhanced agency; 5) In terms of gender norms, there were counter examples existing in life; for example, an older brother took care of his younger sister by preparing a meal, or a younger sister took charge of the family matters when her older brother was away for military services. Furthermore, this study found that, through facial expressions, the surroundings, and objects, pictorial analysis could decipher many messages that could not be presented through words, together with repetitive comparisons of the pictures. Accordingly, this study gave the following suggestions: 1) pictorial analysis could effectively reveal the female experience in a patriarchal system; 2) The course of gender equality education should include the actual living cases of "performing"; 3) The teaching materials of gender education should adopt local experiences or stories to help understand more about the details and processes of gender performativity from life; 4) The future studies can include the male seniors' gender experiences to facilitate the deeper understanding of local gender connotation in Taiwan.

ORGANIZATIONAL CLIMATE IN A SUBCONTRACTOR COMPANY OF THE MAIN CHILEAN COPPER CORPORATION

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This presentation reports the results of an organizational climate study, carried out in an engineering enterprise devoted to remote mineral extraction in the biggest underground copper Chilean mine. Organizational climate is conceived as a set of attitudes and beliefs related to the organization that is shared and collectively held by organization members (Fink & Chen, 1995). According to this, the general objective of this study was to establish and measure the main workers' attitudes and beliefs about that organizational condition. Previously, to know the particular constitutive attributes of their own reality was considered as a specific objective. Ad-hoc questionnaires constructed on a real numbers scale (138) were applied to get the first objective and in depth-interviews (16) were developed for the second one. Following Galileo System, a quali-quantitative methodology software and cognitive perspective (Woelfel & Stoyanoff, 2008) this study takes organizational climate as the sum of individual visions of his/her organizational space, which consists of concepts representing "attributes" and "objects". The first ones describe the organization in general or some of its practices and procedures, whereas

the second ones include a point of perspective (Yourself) and a referent point for the focus of the investigation (the studied Organization). The distance from the self-point to each of the climate concepts is defined as the individual's attitude toward each of them. Distance between each pair of non-perspective concept points (attributes) is defined as a belief. With an attitude average distance = 38.21 and standard deviation = 8.86, statistically significant positive attitudes were found in relation with: 1) continual technical training, 2) partnership and work team, 3) organizational compromise and, 4) coherence between tasks and contract. In the same statistical terms (beliefs average distance = 47.14 and standard deviation = 8.86, the more positive relationships in beliefs were found between: 1) recognition of expertise and partnership, 2) organizational compromise and partnership, 3) salary and recognition. On the bases of these results and others close, but not statically significant distances, "partnership and work team" as well as "organizational compromise" constitutes a relevant cluster around which workers of this organizations seem to experience a positive work environment.

INFLUENCE OF EATING ENVIRONMENT ON LONELINESS AND SUBJECTIVE WELL-BEING AMONG JAPANESE UNIVERSITY STUDENTS

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The everyday act of eating with others may impact loneliness and subjective well-being, both of which are clinically important. However, no research has examined in detail which aspects of eating with others have impacts. Therefore, this study aimed to examine specific aspects of eating with friends that affect loneliness and subjective well-being among Japanese university students. This study hypothesized that reducing loneliness and increasing subjective well-being could be accomplished by eating frequently with friends, having fun, and conversing while eating. We conducted a survey of 173 university students (64 males, 106 females, three unknown) using the Revised UCLA Loneliness Scale (Moroi, 1991), Subjective Well-Being Scale (Ito et al., 2003), and questions about the environments in which students ate with friends. A multiple regression analysis was performed using the scores obtained, with eating environment as the independent variable and the loneliness and subjective well-being scores as the dependent

variables. In addition, a similar multiple regression analysis was conducted using reasons for eating with friends as the independent variables. The results showed that greater enjoyment when eating with friends positively impacted subjective well-being. However, this did not seem to affect loneliness. Reasons such as "I can talk with friends" and "I feel meals are more delicious" were found to positively impact subjective well-being. Clearly, subjective well-being increased with enjoyment, but not with frequency of eating or conversation. With conversation and delicious food, subjective well-being increased. Subjective well-being thus seems affected by qualitative, rather than quantitative, factors. A qualitative analysis of conversation could clarify what kinds of conversation during eating affect subjective well-being. In future studies, it is necessary to conduct a qualitative analysis of conversation in order to clarify what type of conversation during eating influences.

WORK MOTIVATION AT DIFFERENT STAGES OF ORGANIZATIONAL DEVELOPMENT. GENERAL AND SPECIAL ASPECTS

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During its development an organization undergoes several stages (formation, intensive growth, stability, decline). The organizational development goals change from one stage to the other, to achieve which an effective system of employees' work motivation should be promoted. This stipulates the aim of this investigation: to reveal the respondents' willingness to work at different stages of business and to identify common and special aspects of employees' motivation. The methodological basement of the research is: A. Maslow's hierarchy of needs, F. Herzberg's two-factor theory, Sh. Richi's and P. Martin's multifactor work motivation concept, differentiation of motives into intrinsic and extrinsic, positive and negative. The selection and diagnostics of organizations, the employees of which took part in further investigation was conducted. To assess the organizational development stage with application of eponymously-named inventory, the owners of 16 commercial companies were surveyed. 194 employees (91 women and 103 men) fell into 4 samples of respondents: employees of 7 forming companies, 3 intensively growing, 3 stable, 3 regressing ones. To diagnose work motivation, the following tools were used: "SIM" situational interview, questionnaire "Ranking of work positive

and negative motives" questionnaire (RPOM-14). The data processing was carried out via 2x2 cross-tables with Pearson's criterion 2, Mann's-Whitney's criterion U and cluster analysis. Most of the employees of three types of companies (intensively developing, stable and regressing) prefer to work in organizations at the stages of intensive growth and stability. Personnel of forming organizations tend to work at stability and formation stages. For each stage of organizational development, integral structures of positive and negative work motivation (complex, many-component units) were elicited. For personnel of all types of organizations, the integral structures of positive labor motivation are more complex entities than negative ones. The motives of internal orientation prevail in the employees of intensively developing organizations, while employees of forming, stable and regressive companies value external orientation. Personnel recruitment, designing and implementing the system of work motivation, taking into consideration its general and specific aspects at different stages of organizational development, allow leaders to more effectively manage employees ensuring their work satisfaction, and to achieve corporate goals.

ASPECTS OF BODY-AWARENESS IN DIFFERENT ANIMAL SPECIES

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Self-awareness is the ability of an individual to separate the 'self-entity' from the 'other entity' and oppose the self to the objects of the outside world, become the object of one's own attention (Gallup et al., 2002). Self-awareness is a key component of consciousness (Leontiev, 1972). The most frequently used method for detecting self-awareness is the mirror self-recognition test first proposed by Gallup (1970). Alternatively, it is proposed to study body-awareness, the ability of animals to take into account the physical parameters of their bodies. We tried to find out how animals take into account the limits of their bodies when solving experimental problems. An experimental box with two compartments was separated by a septum with openings of various sizes. An animal was placed in one compartment and sought to get into another one, where there was either a shelter or bait. To solve the problem, it had to choose a hole large enough to pass through. The independent variables were the size and position of the holes in the wall and the natural or enlarged limits of the body. To enlarge the body limits, we attached foreign objects to

the animals. We used small holes, through which an animal could not pass to the goal compartment, medium ones, through which only an animal with natural body could pass, and large ones, through which an animal with the enlarged body could pass. We studied representatives of arthropods, mollusks, amphibians, reptiles, and mammals. The animals representing each species were divided into two groups: for one group only the sizes of the holes varied, for the second group both holes and body sizes varied. A comparative analysis of the experimental results shows significant interspecies differences in body-awareness. Mammals and reptiles produce a generalized rule for choosing certain holes, taking into account both natural and enlarged limits of their bodies. Amphibians are able to take into account only the natural boundaries of the body. Mollusks and arthropods do not form generalized rules either for natural or increased body limits. The study opens a new prospect for research into evolutionary variability of self-awareness.

PECULIARITIES OF PERSONAL SPACE, LIFE STYLE AND VITAL CAPACITY IN EARLY ADOLESCENT AGE

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Life style (mechanisms of protection), vital capacity (Leontiev D.A., 2011) help the person to preserve the stability of self esteem, the understanding of the self and the world around. These phenomena perform a function of a buffer attempting not to let deep dissatisfaction and life threats get close to our consciousness, they keep away the violation or blurring of the psychological or personal space's boundaries (Nartova-Bochaver S.K., 2005). That is why the objective of our investigation was to study the peculiarities found within the mechanisms of psychological protection and vital capacity of the schoolchildren that have different levels of sovereignty of personal psychological space. Questionnaire "Sovereignty of psychological space" of S.K. Nartova-Bochaver; Life style index (R. Plutchek, G. Kellerman, G. Konte); "Vital capacity test. Methodology of S. Maddi" adapted by D.A. Leontiev were used. 71 respondents (schoolchildren of Rostov-on-Don high school) participated in the research. Results: among the studied high school children two levels of personal space sovereignty were found out – quasi sovereign (middle level) and deprived (low level); schoolchildren with low level of space

sovereignty demonstrate vital capacity and its components (involvement and taking a risk are more obvious than compared with the schoolchildren with quasi sovereign space); important reverse interrelation of the personal space sovereignty and vital capacity with its components is established: the higher a level of space sovereignty of high school children, the less vital capacity and its components (involvement, taking a risk, control) are shown, and vice versa; psychological space sovereignty and protection mechanisms are interrelated: the higher the space sovereignty, the higher the overall level of tension of protective mechanisms. Relation between the vital capacity and its components and the mechanisms of psychological protection has been discovered. Moreover, this relation proves to be reverse – high level of vital capacity and its components contributes to making the overall tension of protective mechanisms lower. Investigating the phenomenon of high schoolchild personal space we can contribute to his conscious understanding of a decisive moment in making a career and a spouse choice, in his building up mature relations with the people around.

THE CONTENT ANALYSIS OF HIROSHIMA A-BOMB SURVIVOR'S PSYCHOLOGICAL MEANINGS OF TELLING A-BOMB EXPERIENCE THROUGHOUT THEIR LIVES

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On August 6 1945, the devastating effect of the atomic bombing in Hiroshima caused an estimated casualty of 140,000 by end of that year. Hiroshima A-bomb survivors faced hideous sights, and many of them injured and lost their family members. For many years, less attention has been paid to the psychological consequences among Hiroshima A-bomb survivors. In 2008, Hiroshima City commissioned the study team to perform a large-scale survey on long-term health effects among the survivors. Hiroshima City delivered a questionnaire by mail to all subjects who were living in Hiroshima City and adjacent towns before the atomic bombing until the study was implemented. The statistical analysis administrated a subsample of subjects (n=14,373) whose age at that event was 8 or above. Hibakusha (A-bomb survivors) and those who were exposed to the Black Rain (fall-out) group revealed poor mental health (ex. CAPS, IES-R, SF-8, K6) compared group. Next year, the study team also administrated CAPS (Clinician Administered PTSD Scale) for subsamples of Hibakusha (N=486), Black Rain group (N=222) and non-Hibakusha (N=161). The CAPS results

revealed 22.6% of Hibakusha assessed lifetime PTSD and 5.4% of Hibakusha assessed current PTSD even 64 years after the event. The purpose of this study was to explore Hiroshima A-bomb survivor's psychological meanings of telling A-bomb experience. Research1 focused telling about A-bomb experience story from free descriptive answer sentences which were gotten by questionnaire survey (5927 papers). Research 2 focused how did Hibakusha who lived except for Hiroshima City feel the action of talking about one's experience. The most impressive result was that telling someone who would dearly love to know about their experience made almost all Hibakusha felt relived and positive. And Hibakusha who lived except for Hiroshima City for a long time hesitated to talk about it, but the older they got, they had to leave the message about that experience to new generations strongly. In conclusion, A-bomb experiences still affected their mental state, and if there were the place which they talk about A-bomb experience safely, and someone who would like to know Hibakusha's talk. But we shouldn't force Hibakusha to talk if they weren't willing to talk.

LONGITUDINAL STUDY OF SUBJECTIVE WELL-BEING OF MEDICAL STUDENTS

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Characteristic feature of this study of dynamics of subjective well-being of students was the usage of longitudinal method during their full course of higher education (6 years). 104 persons participated in the research (therapeutic faculty students of a medical university in central Russia). Every year during 6 years of their education assessment of subjective well-being was performed, using technique of French psychologists Perrudent-Badox, Mendelsohn and Chiche. The method gives general quantitative evaluation of the parameter as well as particular values on its six subscales. In addition to that multiple-factor personality analysis was performed (using NEO-PR method). Among obtained results three are the most important. First, the aggregate subjective well-being coefficient (which is very low for the first-year students due to high level of entrance examination distress) grows considerably from the first to the sixth year of education ($p < 0.001$). Second, subscales of subjective well-being bring distinctive input to the dynamics of the states.

Subscales "tension" and "factors, concomitant to the main psychiatric symptomatic" reach maximum at the third year of education. The scales "health-related anxiety" and "satisfaction with day-to-day activity" arrive at the maximum at the second year of education. Other two scales do not demonstrate statistically significant changes. Third, out of five main NEO-PR scales only one – "neurotism (N)" – demonstrates high correlation (from min $r = 0.40$ ($p < 0.001$) up to max $r = 0.71$ ($p < 0.001$)) for all years of education with signs of subjective ill-being. Individual characteristics of personalities of medical students can be safely assessed only against the background of "patterns of group-dynamics of personal well-being" of the body of students as a whole. Consultative work providing support and help in mobilizing inner adaptational resources of students of medical institutions of higher learning is more effective if detailed characteristics of personality are related to the yearly dynamics of subjective well-being in the course of successive years of education.

THE PROBLEM OF THEORETICAL APPROACHES FOR THE ANALYSIS OF VIRTUAL INTERACTION

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In social psychology there is a set of various approaches and theories of communication. Communication is understood as "the difficult process of interaction between people consisting in exchange of information and also in perception and understanding by partners of each other" [Andreeva, 2003]. In the structure of communication three main components are allocated: communicative, perceptual and interaction parties. The component of interaction expresses an active behavioral process of communication and is closely connected with how the person acts, what strategy of behavior chooses.

The system of Internet communication, the use of various messengers transposes habitual mechanisms of interaction in new reality. For more detailed studying of theoretical approaches of the interaction in communication we addressed several methodological groups of

researches. These are foreign theories of interactions, behavioral approach of B.F. Skinner, Russian activity approach by A.N.Leontiev and the social concept of R. Beylz.

The system of the analysis of interactions SYMLOG developed by R. Beylz, uniting various methodological principles, is the most developed instrumentally and allows to investigate ways of interaction in the virtual environment. At the same time the first type of the analysis in Beylz system – division of interactions on realized and extramental – is not relevant to the problem of the automatic analysis of texts of network discussions. However, other types of the analysis – the orientation of interactions, the focus of attention, the images – can be useful at establishment of frustration in the network polylogue. The reported study was partially supported by RFBR, research project No. 17-29-02247.

SERVICE LEARNING AS A BRIDGE TO PROMOTE ACTIVE CITIZENSHIP

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Service Learning (S-L) is a new teaching methodology in Europe. It is described as promoting students' learning through active participation in experiences of community service (Folgueiras, et al., 2018; Zani & Guarino, in press). It is coherent with the educational priorities of the EU policy statements, that emphasize "active citizenship" and the development of "civic competences" at all levels of education. Moreover, S-L allows to create collaborative partnerships between university and community organisations, that is between students and social workers. The Council of Europe, in particular, developed the "Competences for Democratic Culture and Intercultural Dialogue" project to identify the skills and knowledge that students at different levels of formal education should develop in order to promote democratic, active, and responsible citizenship (Council of Europe, 2016). Among these competences, the openness to cultural otherness and to other beliefs, respect, civic mindedness, responsibility and critical thinking skills are in line with the main characteristics of a S-L initiative that are respect, reciprocity, relevance and reflexivity. Is service learning an effective tool to support the promotion of active

citizenship? Quantitative (survey) and qualitative (reflexive journals/diaries) data were collected from 167 students who attended Service Learning program offered by the Community Psychology Lab of the University of Bologna (Bologna, Italy). The analysis of the data collected shows that S-L contributes in particular to the development of openness to cultural otherness and to other beliefs, critical skills and empathy, with some variation depending on the different experiences offered within community organizations. These results show a preliminary basis to develop community-oriented service learning and to improve the partnership between university and community services. Folgueiras, P., Aramburuzabala, P., Opazo, H., Mugarra, A., & Ruiz, A. (2018). Service-learning: A survey of experiences in Spain. *Education, Citizenship and Social Justice*, 1746197918803857. Zani, B. and Guarino, A. (in press) Promoting civic engagement through Service Learning at Bologna University: a case study. In Aramburuzabala, P., MacIlrath, L. & Opazo, H. (Eds.) (in press). *Embedding Service-Learning in Higher Education. Developing a Culture of Civic Engagement in Europe*. Oxon: Taylor & Francis.

DISPOSITIONAL SOVEREIGNTY, BIRTH ORDER, AND SEX: CASE OF RUSSIAN YOUTH

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The main goal of the current study is to investigate a connection between dispositional sovereignty and birth order moderated by gender. Dispositional sovereignty is a personality trait of the lower level (situational trait) (Allport, 2002) that manifests in certain potentially depriving a person circumstances related to the restriction or denial of access to all everyday resources (food, personal belongings, territory, etc.). In other words, it is a person's ability to control, protect and develop their psychological space; the boundaries of the empiric Self; a mechanism of establishing a balance between one's own needs and others' needs (Nartova-Bochaver, 2017). Dispositional sovereignty as a trait strongly contributes to many parameters of well-being; thus, all studies are welcome that shed light on its predictors. Since it is developing throughout a person's childhood, there is a reason to believe that the main source of its development is the family, including relations with siblings (proximal relationships) (Bronfenbrenner, 1986; Kağıtçıbaşı, 2013). The study involved 187 respondents: 131 females and 56 males, aged 17 to 19 years (Mage = 17.8, SDage = 3.8), students from

various faculties of the Higher School of Economics, 39 – the only children, 148 have brothers or sisters, 85 of them – the first children, 48 – the second, 10 – the third and 5 – the fourth. The questionnaire Sovereignty of the personal space (SPP-2010, Nartova-Bochaver, 2014) was used. It is found that the number of siblings is not predictive for the dispositional sovereignty level in youth, while the order of birth is predictive; moreover, this relationship is mediated by sex. In female group, the sovereignty was increasing depending on birth order: the youngest daughters of three children have highest scores. In young men, there is an inverse relationship: the most sovereign is a first-born child; further, the level of dispositional sovereignty is decreasing. Perhaps these effects are associated with different attitudes to privacy and psychological boundaries in boys and girls. The "farther" a girl from her parents is, so she is freer; the "farther" a boy is, the more he defenseless is. The results are discussed in terms of gender stereotypes and systemic family theory.

IMPLICIT BIAS: THE EFFECT OF SEX, SKIN COLOR AND ETHNICITY ON DECISION-MAKING IN MEXICO

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Human beings make decisions concerning their environment, always consciously and through a strong process of reasoning. However, and despite the idealization of this statement, this is not always truth, evidence has proved that many human cognitions occur unconsciously and beyond our reasoning (Nosek et al., 2009). Implicitly, there are processes that influence our judgment, social perception and have a direct effect on our behavior (Stepanova & Strube, 2012). Through Implicit Association Test (TAI), relevant biases have been found through young people, Western cultures, men and Caucasian people; among many others (Bongers, Jansen, Houben, & Roefs, 2013, Stepanova & Strube, 2012, Wilson & Scior, 2015). In Mexico, evidence related to implicit biases are based on stimulus of pictures with no indigenous physiognomy. This research reports implicit biases or preferences in the Mexican population by measuring the time of association and the analysis of facial microexpressions for the sex, skin color and ethnic physiognomy variables in a

decision-making situation (N = 400, psychology students age 20 to 25 years old). The objectives were: 1) test TAI format to the Mexican context in order to know the implicit biases towards the physiognomy of the face (Indigenous, mestizo and Caucasian characteristics), the skin color (three shades from darkest to lightest) and the sex (men and women), 2) determine the relative weight of these variations in decision-making (choose the best candidate for a position in a company) and 3) link emotional reactions to implicit biases and decision making. Three ways ANOVA model was tested: gender, ethnic and skin color (2 × 3 × 3). Results show that people have strong biases towards people with lighter skin tones, men and caucasians characteristics. People with these biases also showed a preference to give work to people with a caucasian characteristics and clear skin tone. The findings have implication for implicit bias research, discrimination, stereotypes and labor policies in our country.

SOME TENDENCIES AND TRENDS IN STUDYING PHENOMENA CONNECTED WITH PHYSICAL ATTRACTIVE APPEARANCE PERCEPTION

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The aim of this article is to analyze some tendencies and trends in studying phenomena connected with physical attractive appearance perception. Researches of human appearance are not new to Russian social psychology. Their main directions were discussed by A.A. Bodalev (1965, 1995) and his followers within the framework of social-perceptive approach in the late 60's and early 70's. Physical appearance was considered as a system of signs (hints) that served as the basis for interpretations concerning professional affiliation, status, age and sex, and the most importantly – personal traits. These works were joined by the studies that considered the problem of constructing the appearance of a movie character for the mass audience (Kuznetsova, 1978). They traced the movement from the offering to viewer «simple», typical images of heroes based on stereotypes to the images of «complex» movie characters the understanding of which requires interpretative activity. At the same time in Western psychology appeared papers devoted to the phenomenon called «What is beautiful is good» (Dion et al., 1972). These works were the impetus for a large number of studies carried out in this direction

which were focused mainly on various aspects of stereotypes perception, halo effect, the attributive processes or discriminatory practices concerning people with unattractive or ordinary appearance, the practice of providing physically attractive persons with a range of advantages. The results of numerous studies proved the trend for a number of respondents to follow stereotyped combination of external and internal when they perceive attractive people. Scientists also studied factors influencing the weakening, limiting the impact of the stereotype «What is beautiful is good», pointed to the peculiarities of its functioning in different cultures, analyzed the methodological problems associated with the stimulus material, conducting longitudinal studies etc. At the same time the role of the interpretative activity of the subject of perception was minimized. The characteristics of the subjects of perception allowing them to resist to the stereotype influence, on the basis of their life experience, common sense, rationality, were not sufficiently studied and described. This study was supported by Russian Scientific Foundation (research project №17-18-01260).

YOUNG CHILDREN'S PREFERENCES FOR DOLLS AND VEHICLES. DOES DOLL GENDER OR CHILD'S NATIONALITY PLAY A ROLE?

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Differences in toy preferences of boys and girls have been demonstrated consistently and constitute one of the most robust behavioural sex differences. However, most research on toy preferences in infancy has employed a similar set of toys, particularly a doll with female characteristics and a vehicle. Other research suggests that children between the age of ten and 14 months may prefer pictures of individuals of the same over the other sex. Therefore, in studies measuring toy preferences, infant girls may prefer dolls more than boys do simply because these dolls look like girls. Moreover, prior research on gender-typed toy preferences has been confined to Western Europe and North America and therefore it is not known if children in other cultural settings show similar sex differences. The aim of this study was to investigate sex differences in infants' toy preferences in a new cultural context, rural Poland, and in the UK, while introducing a new stimulus – a male doll. 28 Polish and 33 British

children ages 14 to 24 months participated in the study together with their parents. Their toy preferences were assessed in a visual preference paradigm and in a free play session. The results showed that girls were more likely than boys to look at and play with both female and male dolls, whereas boys were more likely than girls to look at and play with cars. Regarding within-sex differences, in the visual preference paradigm, girls preferred both male and female dolls over cars, whereas no significant differences were observed for boys. In the free play session, both boys and girls preferred the car over the other toys. The observed sex differences were consistent across both national samples. These results suggest that girls' preference for dolls cannot be explained by the stimuli being female, rather than male, dolls. On the contrary, girls seem to like male dolls as much as they like female dolls. In addition, sex differences in toy preferences appear to be similar in an Eastern and a Western European setting.

FEATURES OF THE DEVELOPMENT OF GIFTED CHILDREN AT THE INITIAL SCHOOL STAGE

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The change in the social situation of a child's development after entering school, the restructuring of his entire lifestyle are associated with great mental stress, creating risks in revealing his abilities and talents. Prevention and overcoming risks in the development of gifted first-graders are possible only by creating a developing educational environment that provides safe conditions for the development and creative self-realization of gifted students. An analysis of Russian and foreign studies has shown that socio-psychological factors (features of the relationship with the participants of the educational process), characteristics of the educational process (goals, tasks, workload), and internal risk factors have the greatest impact on the psychological safety of the younger student. On the grounds of revealed insufficient scientific investigation of the internal risk factors problem of the educational environment in the first class, the study was aimed at analyzing the characteristics of the emotional and motivational sphere of children with signs of giftedness at the initial school stage. 59 children of 7-8 years old were examined. They studied in classes, where the program of creative interdisciplinary

education (N.B.Shumakova) was implemented. Methods: survey, observation, expert assessment, methods of express-diagnostics of intellectual abilities, modification of the method of L.A.Yasyukova "Color Associations", et al. More than 80% of children revealed a high / above average level of intellectual development, signs of general mental giftedness. It was found that they have a positive attitude towards school and a desire to learn. At the same time, many of them need emotional support from adults, which makes them calm and balanced. Development difficulties have been identified in some first-graders (difficulties of correct speech, attention, self-organization, signs of self-doubt, anxiety). It was found that the high cognitive motivation of first-graders with signs of giftedness is combined with a declared interest in playing. Providing an opportunity to realize high cognitive activity and creative potential of gifted first-graders not only in learning, but also in playing games, as well as psychological and pedagogical support of their learning and development process are necessary conditions for successful disclosure of their giftedness, overcoming difficulties and risks.

SELF-REGULATION AND INDIVIDUAL PSYCHOLOGICAL CHARACTERISTICS OF PERSONS SUFFERING FROM ARTHROSIS

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Self-regulation and individual psychological characteristics of persons suffering from arthrosis. Self-regulation of the person is connected with his individual features. The aim of the study is to identify the individual psychological characteristics of people suffering from arthrosis, affecting self-regulation. The sample consisted of 69 people aged 25 to 69 years (35 men and 34 women), including an experimental group: 37 patients (18 men, 19 women). Methods: methods of determination of temperament (Aizen, 1963); symptomatic questionnaire SCL-90-R (Derogatis, 1976); "methods of coping" (Lazar, 1988); "lifestyle index" (Plutchik, 1979); "type of attitude to disease" (lychko, 1980); brief form of health assessment MOS questionnaire SF-36 (Author J. E. Ware, 1980). The experimental group demonstrated somatic equivalents of anxiety. In patients revealed: interpersonal sensitivity, neuroticism and introversion. Sick men tend to interpersonal isolation: if women are equally important and social, and physical aspects of health, for men only physical. Analysis of the attitude to the disease of patients showed the presence of harmonious, alopaticos, anozognoziya and sensitive type, ie the desire to defeat the disease, the rejection of the "role" of

the patient, the preservation of the value structure and social functioning without clear manifestations of mental and social maladjustment. Sick men more often than healthy, use such types of psychological protection as compensation and projection, and less often – suppression, prefer a constructive strategy of "self – control", and less often-non-constructive "escape-avoidance". Sick women are less likely than healthy to turn to the "search for social support"strategy. Sexual differences in the internal picture of the disease were revealed: women had a high degree of neuroticism, intolerance to pain, anxiety, with its somatic manifestations. At the level of psychological protection, regression and compensation are more pronounced. A direct relationship between the age of patients and behavioral manifestations such as "irritable weakness", increased symptoms of somatization, introversion, the desire to avoid problems, the transmission of suppressed negative emotions weaker, lower quality of life. The results of the study allow us to hypothesize the need to use conscious self-regulation of the behavior of persons suffering from arthrosis in order to achieve a full quality of life.

CAN FAMILIARITY BE A CUE FOR THE PERCEPTION OF DEPTH?

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It is theoretically possible to estimate the distance of an object, whose size is familiar to an observer, by computing the ratio between the size of the retinal image of the object to the memorized size of the object. It has been suggested that we can perceive the distance of the object using such "familiarity" information. Prior experiments testing this familiarity effect were not designed to minimize, or to eliminate, potential influences of higher cognitive factors on the subjects' responses or the influences of low-level image factors (e.g. spatial frequency). We tested the familiarity effect in two psychophysical experiments that were conducted both in Russia and in Japan. The visual stimuli used in these experiments were images of three coins in Russia and in Japan. Forty Russian students and 23 Japanese students participated in these experiments. The images of the 3 coins were

aligned horizontally, and presented for 300 ms in Experiment 1. They were shown sequentially for 250 ms in Experiment 2. The participants reported the perceived depth-order of the coins in a 4-alternative forced choice task. Any effect of "familiarity" would have been observed as an interaction between the types of the coins (Russian and Japanese) and the countries of the participants (Russia and Japan). The size of this familiarity effect was predicted to be substantial on the basis of a meta-analysis of the familiarity effects observed in the prior studies. But, our results in both experiments showed that the familiarity effect on depth perception was virtually zero ($p = 0.853$, $BF = 2.76$ in Experiment 1; $p = 0.754$, $BF = 3.01$ in Experiment 2). Clearly, any effect of Familiarity on depth perception is zero or, at most, very small.

PSYCHOLOGY OF TOURISM: RELATIONAL WELCOMING BETWEEN IDENTITY AND COMMODIFICATION

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Giovanni Ruggeri

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Tourism is a convergent and comparison area of phenomena regarding men, their experiences, their needs and eventually the economy of the country (Brewster, 1996). All that is compared with the self-concept theory (Mead, 1934 Markus, 1977) and the social representation theory (S. Moscovici, 1976). To activate interventions aimed at improving the accommodation services in Sicily it has been thought about correlating its

traditions, thus the authenticity of the islanders, and the possible improvement of the touristic flux. Despite the touristic fluxes, do the islanders stay faithful to their 'Sicilianity'? Is the Sicilian tradition an islander balance? A purposive sample of 70 interviews has been involved, so as to give more relevance to psychometry, 10 elderly 20 university students 12 business people 5 craftsmen 15 tourists 3 travel agencies 5 taxi

drivers have been conducted: questionnaire written ad hoc for the information purpose, the questionnaire "Foster a good impression, the questionnaire on self-perception. It has been noted a relevant participation of business people and craftsmen in showing their islander identity. The answers given have highlighted that the

island still has a strong identity and that the higher spirit of belonging has been noticed in the category of workers (thus who contribute to the economy). This is probably connected to the real or perceived economy which, both with crafts and commercial activities contribute to help the Sicilian knowledge and features.

CHESS AND DISABILITY

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The game of chess helps identification of the self in relation to the others and the acquisition of rules. The project was based on these premises and was organized in the form of "competition, and the participation of "special Athletes" (differently abled: medium-light disability) and "Partners", the latter as a support, according to the regulation. Partner role is to supervise and they cannot give suggestions or intercept the pawn in their direction. Main parameters: the participation of the athletes shall be kept proportional so as to guarantee equal difficulty; the teams will be formed by athletes and partners as much homogeneous as possible according to their age and ability; the tournaments and divisions shall be organized according to the level of abilities relating to ICF codes; the trainers shall not be admitted to the game. Technical, Tactical and Motor aims: domain of expertise, leadership, sensitivity, combined abilities; keeping their area of competence, moving forward to checkmate, moving backward to defend their pawns, do not miss the turn/development of the concept of time, development of attention; keeping and

consolidating the acquired psycho-motor abilities, visual-spatial scheme under continuous control, axial and distal laterality, special-temporal orientation, general coordination, motor, conceptive and postural praxia. Psycho-social aims: self-esteem, confidence, motivation, acceptance of the rules, cooperation, technical and cultural exchange. Shall be introduced in the style of a game by gradually going from "easy to difficult", varying the forms and contents according to the real technical and motor capacities of the students. One and a half hours structured as it follows: welcoming, warm-up with the explanation of the basic technique, theme game to promote techno-tactical learning, free game, final salutation in group. It is suggested that regular meetings are held to let each athlete express him/herself and to better feel part in the team. Has executed into 3 years and involved 27 disables. We could note that the participants were able to overcome their motor and psychological limits, to develop a better self-knowledge, to highlight their special qualities and, above all, to get socially integrated.

DO MENTAL HEALTH PROFESSIONALS HAVE A DOMINANT RISK TYPE, AND IS THERE A LINK WITH RESILIENCE?

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On too many wards, the combination of a concentration of detained patients with very serious mental health conditions, old and unsuitable buildings that reduce lines of sight and increase ligature anchor points, staff shortages, and lack of basic training, make it more likely that patients and staff are at risk of suffering harm. These daily challenges of mental health professionals are common stressors, and they not only impact their own wellbeing but also the care they provide to service users. Resilience has not only been said to be a supportive factor that enables these professionals to adapt to the physical, mental and emotional nature of their roles, but is also seen as a protective factor against, for example, emotional exhaustion and depersonalisation. In this way, there is potential to reduce the risk of burnout and staff attrition, and promote staff retention and occupational mental health. Risk assessment and management are at the core of mental health treatment in order to mitigate harm and provide the best possible care to service users, whilst

also incorporating the risk they pose to themselves and others. However, service user recovery is about potential and expectation, not just keeping everyone safe and taking no risks for fear of failure. The most consistent finding from research on the Five Factor Model is that risky situations are likely to invoke minimal anxiety for risk tolerant and resilient individuals (low Neuroticism). The risk tolerant individual is also likely to avoid conformity and control, preferring flexibility and spontaneity (low Conscientiousness), contradictory to resilient individuals. The risk tolerant and resilient individual will tend to actively seek high levels of excitement through social interaction and activity (high Extraversion). While there is inconsistent literature regarding resilience and Openness to Experience, risk tolerant individuals desire variety and adventurous activities (high Openness to Experience). There is inconsistent literature regarding Agreeableness across both risk-taking tendencies and resilience.

BALANCE AND ORIENTATION: MONITORED TRAINING TO FAVOUR PERFORMANCE IN FOOTBALL

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Paolo Scuderi

FIGC (Catania, Italy)

"Speed is one of the most important gifts of the footballer and it is always conditioned by the game situation and by the technical ability" (Rovida); moreover, football is a balance sport! The aim of this modest search-action has the objective of modelling the methodological side of football training. Objectives of the study: allow the growth of young players (footballers) with a higher meta-cognitive awareness. The method used, a part from the observation, will be the participatory one; the group will also be another aim to reach as well as a tool to focus on motivation. 6 groups of 12 children from 3 different football academies will be selected. In each football academy a group will serve as a sample, the other as performer in the project "Balance and Orientation". The intervention will be

performed with preliminary meetings with the trainers (the same for each football academy not to add more variables and changeable aspects), observation of the training methodology, games chosen ad hoc to speed training and attention capacities measurement with specific tools (for example TOL). Expected results: improvement of the attentive capacity (by putting in sequence some behaviours according to time and space), higher stimulation of concentration and higher speed in choosing the sport moves. Conclusions at the end of the project: through crossed competitions thus with sport methodology, it have been measured: attention, concentration, speed and improved visual-spatial orientation and balance.

SELF-ATTITUDE AND BELIEF IN THE COMPETITIVE WORLD OF GAYS

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Goal of the study was to reveal interrelations between self-attitude as to a homosexual and belief in a competitive world in gays. In the beginning, the respondents were asked to answer the questions of the questionnaire: age, sex and sexual orientation. 29 homosexuals aged 18-55 years old took part in the research. W.Mayfield's homonegativity diagnostic technique in modification of A. Yanykin and A.Nasledov was used to reveal internalized homophobia. J.Duckitt's technique adapted by O.A. Gulevich et al. was used to assess belief in a competitive world. In the course of our research it was determined that the respondents have low personal homonegativity ($M=11,33$), i.e. positive emotions prevail, the respondents are not ashamed and consider their sexual orientation positively. We have found out that the respondents have accepted their sexual orientation, consider it to be normal and to be an important part of their life, evidence of which is scale «Acceptance of own homosexuality» ($M=21,23$). Then we considered belief in a competitive world. Our respondents do not tend to think, that more successful in the world are those who are able to manage others, i.e. do not

tend to perceive social world as competitive ($M=26,30$). Correlation analysis showed that there are no interrelations between scales of internalized homophobia and belief in a competitive world. Then the respondents were divided into two groups, depending on the results of belief in a competitive world, for further analysis of internalized homophobia in gays. We have found out that 11 respondents believe in a competitive world. These respondents are prone to display personal homonegativity ($M=14,54$), unlike respondent who do not believe in a competitive world ($M=9,47$ with $p \leq 0,029$). However we did not determine reliable differences in scale «Acceptance of own homosexuality» between believing and not believing in a competitive world. Our analysis of the obtained results of the Russian sample shows, that self-attitude to oneself as to a homosexual reveals itself positively, i.e. internalized homophobia does not reveal itself, and neither does perception of social world as competitive. At the same time perception of social world as competitive may become a factor of negative experience of one's homosexuality.

STUDY ON PROCESS ANALYSIS OF GROUP PLAY THERAPY FOR ADOPTED CHILDREN

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Adoption was one of major loss to children. Children felt lost and confused from separation with parents, and suffering from uncontrollable situation (Schneider & Phares, 2010). The purpose of this study was to comprehend the interaction, themes of play and the process of change for children in the group play therapy. Process analysis on 5 of 6-10 years old children who were ready to be adopted abroad, via 12-hour group play therapy, with video recording and social worker's feedback. Results showed that

1. Interactions: (1) Invited the therapist and other children to play. (2) Children were from the control, leadership and competition to cooperation.
2. Themes and behavior of play: (1) The image of the family: Most adopted children had been placed in the foster family since birth. Adopted children expressed that family members were interdependent, support each other and live together. The composition of family members didn't necessarily have birth parents or sibling and blood relation. But "home" is still a safe haven for them. (2) Expectations for adoptive families: Most

members were optimistic about their cross-border adoption. They were gradually familiar with future adoptive parents through video. They felt the care from adoptive parents and understood even if each other's skin color was different, the transmission of love were regardless of race. They expected to get along with new family members in the future. (3) Connection with adoptive family was often demonstrated through play. (4) Constructed firm and secure houses, expressed desire for a sense of security.

3. Emotions: (1) From foster to adoptive home, children's emotion swung between excited and reluctant. (2) Expression of separated anxiety, expectation for future life during discussions about adoption. (3) The sibling were adopted by different families let children feel sad.

Following conclusions were made: 1. Following the progress of the play, children were increasingly aware of negative emotions and expressed more genuine emotions. 2. Children could release negative emotions and deal with separation with the foster parents via group play therapy.

PSYCHOPATHY DOMAINS, SEXUAL EXPERIENCE, AND ROMANTIC RELATIONSHIP QUALITY

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Psychopathy is a serious personality disorder connected with antisocial and criminal behavior. However, psychopathy has been also investigated in non-clinical populations. Most of the studies examined sub-clinical psychopathy as a unitary construct using a variable-centered approach. In our study we utilized the triarchic conceptualization of psychopathy, which proposes three distinct but interrelated psychopathy domains i.e. disinhibition, meanness, and boldness (Patrick, Fowles, Krueger, 2009). The first aim of the current study was to explore relationships between the three psychopathy domains, sexual functioning and quality of romantic relationships in women and men. As certain configurations of psychopathy domains may be more frequent than others, we also used cluster analysis to distinguish natural sub-groups of participants with similar psychopathy profiles. The second aim of our study was to investigate differences between these sub-groups of persons related to sexual functioning and quality of romantic relationships. This person-centered approach was used to capture sex differences in the effects of psychopathy domains on features of sexual and

romantic relationships. The sample consisted of 1291 persons (817 women and 475 men), who participated in an on-line study. Psychopathy was assessed using the TriPM-41, a Polish adaptation of the Triarchic Psychopathy Measure (TriPM; Patrick, 2010). Sexuality-related measures included, among others, the Sociosexual Orientation Inventory (SOI-R; Penke & Asendorpf, 2010), the scales from the Multidimensional Sexual Self-Concept Questionnaire (MSSCQ; Snell, 2001), and a number of questions regarding current sexual and romantic relationships. The study was accepted by a local ethical committee. The results showed that psychopathy domains had different associations with the study variables. The sub-groups of men and women that were identified via cluster analysis also differed significantly in terms of sexual and close relationship functioning. These results can be interpreted within an evolutionary approach, which enables analyzing potential benefits and costs of social strategy associated with psychopathic traits. Additionally, the findings provided some arguments supporting the idea that boldness may be treated as a relatively adaptive domain of psychopathy.

SELF-REGULATION, EMOTIONAL INTELLIGENCE AND PROCRASTINATION AMONG ADULTS

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Procrastination has been examined predominantly among college students, investigations on adult samples are less numerous, especially in Russia. This study is aimed to compare high, moderate, and low procrastinators on self-regulation and on emotional intelligence. Participants were 82 adults, average age 32.66 years old. Participants were classified by level of procrastination based on the scores on General Procrastination Scale by C. Lay in adaptation of O. Vindeker and N. Ostanin. Volitional aspect of self-regulation was measured by Scale of Action Control in Planning by J. Kuhl in adaptation of S. Shapkin. Cognitive aspect of self-regulation was assessed using Self-Regulation Profile Questionnaire by V. Morosanova. Emotional intelligence was

assessed using Emotional Intelligence Inventory by D. Lusin. Kruskal-Wallis H test revealed significant differences in self-regulation and in emotional intelligence between low, medium and high procrastinators. Low and medium procrastinators significantly exceeded high procrastinators on general level of cognitive control, modelling and programming. High procrastinators tend to evaluate inadequately the time required to fulfil the task and act impulsively, without thinking of the consequences of delay. High and medium procrastinators were significantly lower than low procrastinators on understanding the emotions and on emotional management. High procrastinators were prone to state orientation, low procrastinators were prone to action orientation.

THE STUDY OF PSYCHOLOGICAL PORTRAIT OF PERSON WITH MASOCHISTIC CHARACTER

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Recently, there has been a significant increase in public interest in the subject of sadism and masochism in the context of contractual partner sadomasochistic relations (consensual sadomasochism), as it is indicated by the popularity of literature and cinema works with corresponding orientation. This topic was covered in the theoretical works of foreign and domestic scientists. Modern research points out the lack of elaboration of this subject, especially in the context of the development of digitalization, rapid inflow of information from the Internet, an increase in the manifestation of suicidal behavior. In the study we relied on the following basic forms of masochistic demonstrations: primary masochism is displayed in the trends of physical self-destruction, the desire for death; secondary masochism, is characterized by the exacerbation of sexual sensations from physical and moral pain emanating from the object of attachment; tertiary masochism, which manifests itself in self-abasement and self-sacrifice. The designated goal is to form an extended psychological portrait of a person with a masochistic character. As a hypothesis of the study, the following

assumption was made: people with a masochistic character are likely to have a high level of self-aggression and self-accusation; therefore, it is possible to conclude that there is a high level of disposition toward the development of depression. As the object of the study were 60 people: the respondents of the main group were selected on the basis of the author's questionnaire aimed at identifying the presence of masochistic manifestations (30 people involved in the testing of the Internet communities of BDSM theme; the control group included 30 people-students of the Southern Federal University (Rostov-on-Don, Russia)). Theoretical, empirical methods and methods of mathematical statistics were used. Thus, there was an attempt of a general analysis of the origin of masochistic trends, it was found out that masochism is a personal trait characteristic of both sexes, masochists have a high level of depression, self-aggression, self-accusation and a disposition toward deviant behavior, which indicates the necessity for timely detection of inclinations to provide preventive help that increases the relevance of the study of this phenomenon.

A NEW TOOL TO MEASURE THE CAREGIVER ADJUSTMENT: THE VAMA SCALE

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The disease and its progression will have an impact on both the couple and the dyadic relationship. With the evolution of the disease, caregivers are more and more protective with the person with dementia until they develop more rigid control behaviors. These patterns of control behavior impact at short and long-term the quality of dyadic relationship. There are no studies in the literature that have attempted to quantify this phenomenon. The objective of this study was to develop a tool for assessing the control behaviors that account for the interactions between the person with dementia and the caregiver. Traditional scale development methods were used to generate items and evaluate their psychometric properties. Confirmatory factor analysis (CFA) was used to examine factor structure then convergent and external validities were evaluated. The final 22-item scale takes approximately 10 min to

complete. CFA supported a four-factor model including four domain-specific factors: lack of flexibility in caregiver's adjustment, feeling of loss of freedom expressed by the person with dementia, caregiver's feeling of having to do it all and benevolent stimulation. Results showed that the VAMA scale had adequate reliability (test – retest and internal consistency) and validity (content, predictive, concurrent, and convergent). The VAMA scale shows promise as a useful tool for the measurement of the caregiver adjustment. This tool will evaluate the patterns of control behaviors implemented by caregivers that are detrimental to dyad relationship in the long-term. It will improve the identification of caregivers struggling with the management of their loved one's disease to better accompany them, and obtain an indicator for tracking and for research evaluating the effectiveness of interventions.

PERSONAL AND SITUATIONAL DETERMINANTS OF POLISH POST-ACCESSION MIGRANTS' SATISFACTION WITH SELECTED AREAS OF LIFE

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The aim of the study was to determine the role of personal and situational variables in Polish post-accession migrants experiencing satisfaction with selected areas of life. The study involved 493 persons who have emigrated to 15 different European countries. An empirical model was used to verify the research hypothesis assuming that personal and situational variables are factors that significantly differentiate between Polish post-accession migrants' sense of satisfaction with various areas of life. The personal variables considered in the study were sex, age, education level, marital status and having children. The situational variables were connected with the respondents' situation in Poland before the migration and the current situation in exile. The level of satisfaction with selected spheres of life was diagnosed using the Partial Satisfaction

Scale [Skala Satysfakcji Cząstkowych] by Janusz Czapiński (1994; 2003). The studied aspects of satisfaction referred to 23 areas of life, making 4 broader groups: social, financial, environmental and health/self-evaluation. The analyses showed that the sense of satisfaction is significantly correlated with the respondents' personal variables and the current situation in exile, and is not related to their situation in Poland before the migration. Regarding personal variables, the level of satisfaction was significantly dependent on age, education level and marital status. Regarding the situation in exile, the differentiating variables were: the time spent in exile, the respondents' financial situation, the decision to stay abroad for good, the command of the language spoken in the country, and having a job.

THE PERSONALITY TRAITS OF COLLEGE STUDENTS IN TAIWAN

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This study utilized the factor analysis to explore the personality traits of college students in Taiwan. Especially representing the traits domain of personality in the Internet Generation distinct from the traditional Big Five framework. The study conducted in two stages, and both were using the survey-format. The first stage adopted the Lexical approach by asking participants to freely fill in adjectives regarding their own and friends'/enemies' "personality traits." Using Meaning Extraction Helper (MEH), frequencies of all the trait adjectives were calculated. Afterward, the adjectives with similar meanings were clustered and the final 126 core trait adjectives were formed and used in the second stage. In the second stage, participants were asked to indicate to what degree each of the 126 trait adjectives could describe their own personality by a 5-point Likert scale from strongly disagree to strongly agree. The two stages recruited the separated samples from the population of Taiwanese college students. In Stage 1, a total of 262 participants ageing from 18 to 23 years old were recruited from five different universities. The

Stage 2, The 244 participants with age ranging from 18 to 38 from three universities were included. The research method utilized parallel analysis and revealed 11 personality dimensions, named as Positive, Negative, Humor, Rationality, Introvert, Diligent, Creative, Reckless, Confidence, and Boring. The proportion of variance explained by the 11 factors was 47.31%. In order to examine gender differences among the samples, a serial of independent-sample t tests were used to determine whether the 11 trait adjectives perceived by male and female college students differently. The results showed that there was a significant difference ($<.05$) in the dimension of "humor," and it was found that male college students tended to consider themselves a relatively higher level of humor than did female college students. The findings of the current study showed that the personality traits of college students in Taiwan can be classified as 11 dimensions. In addition, except for the dimension of humor, there was no gender differences among the personality traits.

THE RELATIONSHIP AMONG ONLINE GAMING ADDICTION, MINDFULNESS, AND LIFE SATISFACTION

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This study aims to investigate the relationship between online gaming addiction, mindfulness and life satisfaction. The sample of the study consisted of 1119 participants between the ages of 12-55 reached by easily accessible sampling method. In addition to the demographic information form prepared by the researcher; Online Game Addiction Scale (Kaya, 2013), Life Satisfaction Scale (Diener, Emmons, Larsen, & Griffin, 1985) and Mindfulness Scale (Brown & Ryan, 2003) were applied to participants. Research data were analyzed by using SPSS and AMOS programs. Confirmatory and exploratory factor analyzes of the scales were applied. The hypotheses of the study were tested with statistical analyzes and Sobel analysis was performed to test the relationship between the variables. 81.5% of the participants were playing online games and 18.5% were not playing. 79.1% of the participants stated that they played online games and made new friends through the games and 35.2% of them stated that they met in real life with friends they acquired through games. It was found that the participants played online games and played an average of 3.9 hours per day. Most played games were Counter-Strike (23.2%), PlayerUnknown BattleGrounds (16.6%) and League of Legends (11.2%). In order to test the effect of gender, independent samples t-test was computed. It was seen that the scores of men on the "malfunctions" ($t(901) = 3.09, p < .05$)

and "success" ($t(901) = 5.87, p < .001$) factors and total score of Online Game Addiction Scale were significantly higher than the scores of the women ($t(901) = 5.97, p < .001$), while the mean scores of the women on Life Satisfaction Scale were significantly higher than those of the men ($U = 71005, p < .05$). Basic linear correlation analyses showed that there is a negative correlation between online game addiction and mindfulness ($r = -.357, p < .01$), negative correlation between online game addiction and life satisfaction ($r = -.19, p < .01$), and positive correlation between life satisfaction and mindfulness ($r = .23, p < .01$). Basic linear regression analyses showed that life satisfaction and mindfulness are negative predictors of online gaming addiction and mindfulness is a positive predictor of life satisfaction. The Sobel analysis showed that there was a partial mediator role of mindfulness on the relationship between online gaming addiction and life satisfaction (Sobel: -5.670, Sd.H.: .013, $p < .01$). The findings showed that the level of online gaming addiction increases with low levels of life satisfaction and mindfulness. These findings coincide with the results of other studies in the literature. The fact that mindfulness has a partial mediator role in the relationship between online gaming addiction and life satisfaction is a new finding that contributes to the literature.

FEATURES OF SOCIAL AND PERCEPTIVE ABILITIES OF MATHEMATICALLY GIFTED STUDENTS

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The problem of giftedness today is relevant not only for science, but also for the economic and social spheres. Now requirements to intellectual potential of the person increase, there was a social order for experts with individually expressed professional abilities in different types of professions. In modern society, the share of science-intensive technologies is increasing, which is impossible without increasing the intellectual potential of the country. This actualizes the problem of studying mathematically gifted youth at the stage of its self-determination at the University. Practical solutions require, first of all, issues related to the psychological characteristics of adaptation of mathematically gifted youth. Modern studies have shown that giftedness is a holistic, multilevel, multicomponent, dynamic education (A.Kolmogorov, V.Druzhinin, M.Kholodnaya, T.Vinogradova, V.Semenov, E.Kryukova, etc). Describing giftedness as a psychological phenomenon, often note the high level of intelligence, general and mathematical abilities. Mathematical giftedness considered in different approaches: research in mathematical giftedness private abilities (V.Krutetskiy), research the General factor of mathematical giftedness (I.Werderlin, G.Eysenck, L.Yampolsky, N.Metelskii, V.Druzhinin, A.Kolmogorov), research of gender characteristics of mathematical giftedness (A.Kolmogorov, V.Druzhinin, T.Vinogradova,

V.Semenov, K.Cairns, John.Stanley, T.L.Hilton, etc.). In foreign researches, attention is paid to the study of self-concept and personality characteristics of mathematically gifted children and adolescents (C.H.Solano; J.M.Tsuia, etc), the results of the research of motivation characteristics (V.V.Stetica, V.Vidovica, L.Arambasica, J.R.Malpasa, H.F.O'neil, D.Hocevar). The research work aim was to study the social and perceptive abilities of mathematically gifted students. The research sample consisted of 50 students of natural science specialties aged 17-23 years (58% men). The research methods were: testing (test of analytical mathematical abilities, subtests of R.Amthauer), expert evaluation, questionnaire (based on diagnostics of social and perceptual abilities), statistical methods (W-Kendall, Kruskal-Wallis test, Chi-squared test). The research results describes the features of some intellectual abilities, self-assessment of intelligence and socio-perceptive abilities of students with different levels of mathematical abilities. The profiles of social and perceptive abilities of students with expressed analytical mathematical abilities were made, on the basis of which it is possible to develop a program of psychological support for this category of students. The authors (material) – the winners of the Scholarship program of Vladimir Potanin 2017/2018 (contract grant No. GSGC- 60/18).

MAKE-UP YOUR BEAUTY, ACCEPT YOUR BODY AND REDISCOVER YOUR SELF

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Maria Gioelli

(Noto, Italy)

Bianca Maria Caniglia

(Scordia, Italy)

The present work reports the results of a study that seeks to investigate the prevalence of anxiety and depressive symptoms and the resulting psychological distress in three different groups of patients. All this in the light of what the sick person is facing, the sense of crisis and the loss of their identity as a woman due to the crumbling of their own Self. This intervention focused on the care of the Self, starting from the concept of identity, through a process of empowerment based on self-esteem. Rediscovering one's body through a real process of self-recognition could help these women to lower levels of anxiety, depression and psychological distress. After the initial administration of some scales, the perceived psychological well-being was evaluated in a work divided into 3 sessions during the week: – creation of a self-help group supervised by the psychologist, – a make-up workshop to improve oneself rediscovering a "new" beauty and – a session with Nurturing-Touch techniques to accept your body. Three groups of women, 10

with breast cancer (45-55 years), 10 women with physical disabilities (30-50 years), 10 women with different diseases hospitalized in a RSA (70-80 years and with MMSE > 20). It was decided to include exclusively the risk factors related to the person and not related to the socio-environmental context, the disease or the therapies. For the assessment of psychological well-being, the PGWBI scale was used, associated with the HADS scales. In the first four weeks the self-representation of the state of well-being to the emotional sphere showed in the groups of cancer patients and in those hospitalized at RSA, high levels of anxiety and depression that reached high levels of distress, with scores between the borderline cases and indices clinically indicative, in women with disabilities, a mild-to-moderate level of anxiety and depression and low levels of self-control and general health emerged. In the following two months the levels of general suffering diminished in each group, with greater awareness of their own self and body, humanizing the medical path.

OUTCOMES OF ACTION ORIENTATION AND AFFECT CLIMATE ON EMOTIONAL LABOR PROCESS: A DIARY STUDY

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Emotional labor continues to attract interest of researchers and practitioners due to its prevalence in organizations and importance on work-related processes and outcomes. Even though considerable research examined outcomes related to emotional labor, studies investigating the personal and organizational factors which exacerbate or alleviate use of emotional labor strategies (i.e. surface acting and deep acting) are relatively scarce. Thus, in this study, we aim to examine the effect of negative affect and negative events on emotional labor process by utilizing Personality Systems Interaction Theory's approach (Kuhl, 2000). In this sense, we aim to investigate the moderating effects of action/state orientation and organizational affect climate on the relationship

between affect related factors and emotional labor. Specifically, we hypothesize that the positive relationship between surface acting and high negative affect will be moderated by action orientation and affect climate such that the relationship will be smaller in magnitude for action-oriented employees and for employees whose organizations endorsed authentic affect climate. We aim to collect data from 100 white-collar employees across five consecutive workdays via online survey to accurately account for individual variances and between-person effects. We will analyze the data by conducting multilevel modeling in Mplus 7.1. We will discuss about results and implications considering their contribution to the theory and practice.

SOCIAL-PSYCHOLOGICAL SATIETY OF LIVING CONDITIONS IN MODERN METROPOLISES

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Relevance of study of social-psychological satiety is caused by tendencies of modern world – modern cities are constantly growing. This constant growth leads to several consequences, such as changes in information environment, permanent appearance of new products, goods, services etc. Another important consequence of constant growth of modern cities is increasing rate of life and constant exposure to a huge number of external influences in environment and social life. All of these facts have negative influence at modern citizens and their psychological health. Social-psychological satiety is a condition of the human psyche, protective mechanism from an overflow of various stimuli from the surrounding world. Social-psychological satiety is a complex condition that is caused by a variety of phenomena of social life in the urban environment: excessive communication, an abundance of information etc. Study of this new phenomena, its sources, consequences and ways to overcome will help to understand functioning of psyche in modern constantly in modern metropolises. Purpose of a study – reveal and study the severity of social-psychological satiety depending on its sources in modern metropolis. Sample – 87 respondents in age 19-30 Methods of a study – focus group,

author's survey questionnaire, statistical analysis (descriptive statistics, frequency and correlation analyzes (Spearman cr.)), content analysis of survey materials. Results of research showed that social-psychological satiety is connected with city environment and associates with negative and positive emotional expressions, periphery of social representation contents. Prototypical analysis of Verges and it clearly shows that core of representation of satiety contents both positive and negative emotional expressions, periphery of representation contents statements about living conditions in metropolis. Instruction to association test didn't contain any references to satiety as specific city phenomena. Analysis of data allowed to distinguish several forms of satiety, as emotional expressions and behavioral attitudes. Both forms are caused by high rate of life, monotony of life, weather conditions, excessive social contacts. But behavioral attitudes are also caused by abundance of different pastime opportunities, goods, services etc. Social-psychological satiety is complex phenomenon, clearly manifested in the urban environment and entailing a number of negative mental effects that threaten the individual's physical, social and psychological well-being.

TV CHARITY ACTIONS AS A SUBJECT OF PSYCHOLOGICAL IMPACT ON MASS AUDIENCE

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There are three objects of psychological impact: emotions, cognitions, behavior. When television appeared the problem of such impact became extra notable. All the investigations were devoted mainly to research of negative effect of the impact (Cumberbatch). The aim of the project – studying of TV impact on audience's emotions by the example of charity actions. The project includes 16 participants (M age=31.4, SD=5.32, 8 male). And as a method to define empathy level was used Emotional Empathic Tendency Scale. When interrogation was over all the participants of the research were combined in focus-groups. Intention of the audience to take part in charity action depends on their level of empathetic abilities. People with different level of empathy had also different important for themselves factors and effects of charity plots, when they formed a decision of taking part in charity movies. So that empathic viewers are more tempted to react at emotional components of charity plots (demonstration of the main hero's scars, hospital conditions, pulsing music, baby's cry). On the other hand such factors as concrete facts, proofs

or familiar live experience played the main role in perception for responders with low empathy level. But at the same time high level of cognitive empathy can appear with low level of emotional empathy. Such conclusion is proved in theoretical rationales of researchers who divided empathy on emotional and cognitive (Davis, Rogers, Goldstein). But the greatest impact on the audience's emotional state was caused by demonstration of empathy feeling from the main hero's relatives on the screen. The viewer feels empathy towards both the main hero and his relative, and feels with empathy from relatives to the hero. Thus particular qualities of television impact on the audience's emotions by the example of charity actions, studied in this research, allow us to confirm concepts of the researchers who believe in changing of human behavior and his emotions with help of television audio-visual effects (Matveeva, Winterhoff-Spurk, Bandura, Gerbner). But in contrast to prevailing opinion in academic circles about only negative effect of this impact, our research demonstrates mechanisms of its positive effect.

PARENTS' PERCEPTION OF THE POSSIBILITIES OF THE EDUCATIONAL SPACE OF MOSCOW

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The research presents the results of the study of the views of students' parents on the possibilities of the educational space of Moscow in solving the problems of education and socialization of children. About one third of respondents directly

or indirectly indicate dissatisfaction with the quality of education provided for their children. The vast majority of parents believe that the main task of the school is to prepare their children for admission to University.

NOT CONSTRUCTIVE STRATEGY OF SELF-AFFIRMATION AS THE FACTOR OF EMOTIONAL BURNING OUT OF TEACHERS IN INNOVATIVE ACTIVITY

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This presentation is devoted to a concept emotional burning out of the teacher, the main reasons for emergence of emotional burning out

in innovative activity are defined, the interrelation of strategy of teachers in innovative activity is considered and prevention methods are lit.

FOREIGNER BELIEFS REGARDING INDIVIDUALS WHO SELL SEX IN THAILAND

Madeline Stenersen

Elin Ovrebo

Kimberly Adams

Lauren Hayes

The University of Memphis (Memphis, USA)

The current study examined the beliefs of foreigners in Thailand towards ISS in the country. Previous literature indicates that beliefs and attitudes towards individuals who sell sex (ISS) directly effect this populations' ability to access adequate healthcare, and employment services (Human Rights Watch, 2012; Lazarus et al., 2012). Little is known about the beliefs towards ISS in Thailand, and with Thailand's growing population of foreigners, their beliefs deserve scholarly attention. Survey participants include 250 adults currently in Thailand who self-identify as foreigners. Participants responded to a series of Likert-type questions regarding their beliefs towards ISS, their impact on society, and the motivation of those individuals to sell sex. As previous research has shown that ISS are regarded differently based on their gender (Weitzer, 2009), participants were asked the same questions separately for female, male, and transgender ISS. Independent samples t-test results indicate significant differences in the beliefs of participants towards ISS based on the

gender of the individual selling sex. For example, participants agreed that female ($M = 3.54$, $SD = 1.16$) or transgender ($M = 3.56$, $SD = 1.02$) ISS were more likely to be selling sex voluntarily than were male ISS ($M = 3.45$, $SD = 1.02$), $t(250) = 50.29$, $p < .001$. Additionally, female participants ($M = 2.41$, $SD = .77$) endorsed a more negative view of ISS when compared to male participants ($M = 2.11$, $SD = .96$), $t(250) = 2.24$, $p < .001$. Finally, participants who had never purchased sex ($M = 2.83$, $SD = 1.20$) were more likely to report that ISS in Thailand, regardless of gender, have a negative impact on Thai society when compared to individuals who have purchased sex ($M = 1.99$, $SD = .99$), $t(250) = 5.70$, $p < .001$. The proposed poster will include full results and statistics from all item responses. These findings have the potential to better inform strategies targeting foreigners regarding their knowledge and awareness of the realities of ISS in Thailand. They also serve to increase awareness of male and transgender ISS in Thailand, a population often absent in literature.

THE ROLE OF DISPLAY RULE SALIENCY AND PERSON-ORGANIZATION VALUE FIT ON EMOTIONAL LABOR PROCESS: A MULTILEVEL INVESTIGATION

Mehmet Peker

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The studies investigating the relationship between emotional labor and related outcomes mostly endorsed cross-sectional designs. Recent studies however revealed that emotional labor process and performance have episodes, fluctuating on daily, even momentary basis. Moreover even though individual characteristics are important in explaining differences in emotional labor and its influence on personal and organizational outcomes, recent research also suggests importance of organizational practices on intra-individual level relationships (Beal & Trougakos, 2013). Contributing to this line of research, the present study aims to test the effects of saliency of organizational display rules and person-organization value congruence on the relationship between emotional labor and related outcomes, namely, affective delivery, need for recovery and work engagement. Drawing on job characteristics model and value fit perspective, it

is hypothesized that for employees who report low saliency of display rules and high value congruence with their organizations, the detrimental effect of emotional labor would be alleviated. This improvement in turn is expected to result in higher affective delivery performance and work engagement and lower need for recovery. The data is aimed to be collected from 80 employees who work in jobs that require regular interaction with customers. It will be collected for five workdays and two measurements (one at the end of workday, the other at the evening) will be taken each day. The data will be analyzed with hierarchical linear modeling which is appropriate for specifying the between and within person effects. The study is expected to contribute to the both theory and practice related to emotional labor and the results will be discussed with regard to its implications on them.

SOCIAL AND PEDAGOGICAL COMPETENCE OF EXPERTS OF THE SOCIAL SPHERE

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We propose the conceptual model of social and pedagogical competence of specialists in the social sphere, its structure and interrelation of components within the national psychological

concept of identity integration. The research results of personal traits that make a basis of competence for the specialist in the social sphere are shown.

THE COMPUTER-BASED BATTERY FOR NEUROPSYCHOLOGICAL ASSESSMENT IN 6-9 YEARS OLD CHILDREN

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The assessment of cognitive functioning in 6- to 9-year-old children is one of the developing directions in psychological science. Investigating cognitive functioning at this age is important for a theoretical understanding of cognitive development, and it is also important for the purpose of developing reliable methods for assessing the individual characteristics of children to identify developmental disabilities. Various methods of assessment of cognitive functioning in children are used: observation, experiments, testing and methods of behavioral assessment. In the present study we describe a computerized method of neuropsychological assessment, developed by us in the tradition of Russian neuropsychology. We developed the computer-based battery for assessment of cognitive functions in 6-9 year children. It consists of six tests for assessing executive functions, functions of activation regulation, functions of visuospatial information and auditory information processing. Namely, the Dots task, two-colored Schulte-Gorbov tables (SGt), one-back task, Corsi block span test, Understanding of Similar Sounding Words (USSW) test, and Understanding of Reversible Grammatical Constructions (URCG) test are included in the battery. The battery is developed

in the software platform "MSU-Practice" which allows researchers to conduct the tests, collect data and analyze them. We conduct a pilot study of the battery. A total of 50 preschoolers, 56 first-graders, 123 second-graders and 68 third-graders took part in the study. All children took the computer tests and went through a neuropsychological assessment adapted for children between the ages of 5 and 9. The correlation analysis showed the following: – The productivity of performance of Dots task, SGt, one-back task is correlated with indexes of executive functions and functions of activation regulation; – The results of Corsi-block test are correlated with index of visuospatial information processing – The results of USSW test are correlated with index of auditory information processing. – The productivity of performance of URCG is correlated both with index of executive functions and the index of visuospatial information processing. The results of the pilot study allow to conclude that the new computer methodology is sufficiently sensible and valid to assess different components of higher mental functions in children. The work is supported by the Russian Foundation for Basic Research, project no. 19-013-00668

EARLY MALADAPTIVE SCHEMAS AND SOCIAL ANXIETY (IN UNIVERSITY STUDENTS): THE MEDIATING ROLE OF MINDFULNESS AND SELF-COMPASSION

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Within the framework of the schema model, disconnection/rejection schema domain (DRSD) has been determined as positively related to social anxiety (SA). It was also reported that people with high SA have lower levels of mindfulness, indicating a difficulty in accepting inner experiences without judging. As a related concept, self-compassion includes being kind and understanding towards oneself, but individuals with SA are known as mainly critical of themselves. This study aims to investigate the mediating roles of mindfulness and self-compassion in the relationship between DRSD and SA. Participants consisted of 274 university students who were recruited by online survey. The instruments were Liebowitz Social Anxiety Scale, Young Schema Questionnaire-Short Form, Five-Facets Mindfulness Questionnaire, and Self-Compassion Scale. The hypothesized mediation model was tested using PROCESS Macro for SPSS. The parallel multiple mediation analysis demonstrated that the total effect of DRSD on SA was significant ($B = .26$, $SE = .03$, $t [272] = 8.73$, $p < .001$). The DRSD, mindfulness, and self-

compassion together accounted for 22% of the variance in SA ($R^2 = .22$, $F [1, 272] = 76.30$, $p < .001$). After controlling for the mediator variables, the direct effect of DRSD on the level of SA was also significant ($B = .15$, $SE = .04$, $t [272] = 3.73$, $p < .005$). Bootstrap analysis showed that the total indirect effect of DRSD on SA through the self-compassion and mindfulness was significant ($B = .11$, $SE = .03$, 95% CI = .06 to .17). Examination of the specific indirect effects of mediating variables demonstrated that DRSD was predictive of SA only through self-compassion ($B = .10$, $SE = .03$, 95% CI = .04 to .16), but not indirectly through mindfulness ($B = .01$, $SE = .02$, 95% CI = -.03 to .06). DRSD was associated with the increase in SA through the total indirect effects of self-compassion and mindfulness in university students. Regarding the direct effect, DRSD was related to higher levels of SA after controlling for mediator variables. Confirming our expectations, DRSD was predictive of increased levels of SA indirectly through the individual effect of self-compassion.

METACOGNITIVE KNOWLEDGE AND METACOGNITIVE REGULATION AS A MODERATOR OF THE EFFECTS OF HOPE AND SELF-EFFICACY ON ACADEMIC ACHIEVEMENT

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Metacognition is a crucial component in self-regulating learning, and a positive contributor in academic success. On the other hand, metacognition seems to be influenced by personal factors which are associated with goal achievement, such as hope and self-efficacy. The aim of this study was the investigation of (a) students' self-reported metacognition with respect to both metacognitive knowledge: declarative, procedural and conditional, and metacognitive regulation: planning, monitoring, information management and evaluation, when they are doing school work or homework, (b) the role of hope (agency thinking and pathway thinking) in the formulation of general self-efficacy, and in the impact of general self-efficacy on metacognition (metacognitive knowledge and metacognitive regulation), and (c) the direct and interact effects of metacognition, hope and self-efficacy on school performance in language and mathematics. The sample consists of 185 fifth and sixth grade students, both genders, who randomly came from 15 state schools from

various regions of Greece. Data were collected at the second school term of the total three terms, via the completion of self-report scales, except for school performance which was estimated by the students' teachers. The main results from multivariate and univariate statistical analyses between and within groups showed that (a) the students reported use of metacognitive knowledge (mainly, declarative) and metacognitive regulation (in the most monitoring, and least evaluation) at a moderate extent when they do school related work, (b) agency thinking and, predominately, pathway thinking were positive formulators of self-efficacy, (c) self-efficacy and hope had complimentary moderate impact on metacognition but their effect different between the components of metacognition, (d) the three sets of concepts, as a group, influenced school performance positively, with agency thinking being the most powerful of it. The findings are discussed in terms of practical implications in education, and future research.

PSYCHOLOGICAL REHABILITATION IN ONCOLOGY

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The key question around which we have been questioning for a long time is "What is the psychological rehabilitation in oncology? The term traditionally refers to the scope of disability, disability, and deficit. How to declare it in oncology? Taking care of the patient as a person rather than a disease is the foundation of the new approach in oncology: you are interested not only and no longer how long your patient will live after a diagnosis of cancer but how he will live and live with it. The purpose of this study is to define a psychological rehabilitation model based on clinical indicators and reports of patients in order to observe their impact on their quality of life and the way they can enjoy comprehensive and integrated assistance, inspired by a systemic and humanistic approach, Improving the relationship

between all involved actors (patients, care-givers, healthcare workers). The study was conducted on a sample of 321 related patients of Medical Oncology of the A.O.U.P.V.E. of Catania from 2016 to today. Qualitative and quantitative methodologies were used. The study is still ongoing. Preliminary results indicate that cancer patient express the need more information about prognosis. The quality of global life is medium-high with significant difference over the stadium of disease: it appears lower in metastatic patient. This preliminary analysis underscores the importance of integrated psychological rehabilitation model: they consider patient as a person and not as "organ". Pay attention also to the resources of the person, to the its resilience and its empowerment

EMOTION RECOGNITION IN DRUG ABUSERS PATIENTS: IMPACT OF THE MAIN DRUG USE

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Social interaction is based on recognition of emotions in other people. According to studies that compare drug abusers with healthy persons, this ability is impaired in drug use patients. However, there are still few evidences analyzing the impact of the different substances. In this sense, the aim of this study is to compare the execution in the Ekman facial recognition task of cocaine, alcohol and heroin use disorder (SUD) patients. Cross-sectional survey design. The sample consisted of 103 patients under treatment at the Addiction Care Center of Huelva (Spain) (32 alcohol SUD, 30 heroin SUD and 41 cocaine SUD). Ekman Facial Expressions Test was used to analyze the recognition of emotions. Chi-square and ANOVA's were used to compare the sociodemographic and emotional recognition. Regression analysis was performed to know if patters of drug use are related with emotions recognition. There were not statistically

differences between the three groups on sociodemographic variables (gender, age, employment, level of studies and marital status). Worse execution in Ekman Facial task was observed in alcohol patients for sadness ($F_{2,98} = 3.54$; $p=.033$) and the total emotion recognitions ($F_{2,98} = 6.44$; $p=.002$). Regression analysis show that in alcohol patients, numbers of drink per day was related with the total number of emotions recognized ($\beta = -0.18$; $t=-2.74$; $p=.013$). Similarly, in heroin patients, quantity of heroin per day was related with worse recognizing of emotions ($\beta = -1.58$; $t = -3.23$; $p=.007$). The results show that drug abuse profile has different impact on the recognition of emotions. Specifically, the alcohol group is the one with higher level of impairment on this cognitive ability. It has also been observed that the dysfunction is greater according to the amount of drug taken at day.

NEUROPSYCHOLOGY OF MNEMONIC ABILITIES

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The theoretical basis of our research is the theory of abilities from the position of the system approach of V. D. Shadrikov. The experiment involved students of grades 1-4 with developmental delays in the number of 130 people and 200 primary school students with the usual rate of mental development. Comparative analysis showed that the structure of the mnemonic abilities of younger students with developmental delays and the control group has a different qualitative expression and productivity. Functional mechanisms prevail in the structure of mnemonic abilities of younger schoolchildren with developmental delays. Operational and regulatory mechanisms of MNEMIC abilities of primary school children with CRA are in the early stages of their formation. Memorization of younger students with CRA at the age of 7-10 years is performed with the support of the functional mechanisms of mnemonic abilities. The analysis of the characteristics of memorization of simple non-verbal meaningless material revealed difficulty in drawing the already memorized material: previously memorized and correctly reproduced. The revealed effect of the inability to correctly

copy meaningless nonverbal material after its correct memorizing and reproducing (Murafa, Cheremushkina). The essence of the effect is that after the correct reproduction and memorization of the visual material, the subjects were not able to draw previously memorized and reproduced material. Which was immediately presented to them for redrawing, excluding time. Among subjects with mental retardation effect is evident: 44% of 7-8 year olds, 45% – 9 year olds, 50% of 10-12 year old subjects. The effect manifested in the experiment is due not only to defects in mnemonic abilities, memory, but also underdeveloped perception and attention. The effect is also a proof of age-related underdevelopment of certain brain structures that are characteristic of children with developmental delays. The effect of inability to correctly draw nonverbal meaningless material after its correct memorization and reproduction is a characteristic indicator of the functioning of cognitive abilities of children of primary school years with developmental delays. The fact of its existence is a strong argument about the existence of neuropsychological specificity of mental development processes in ontogenesis.

ATTITUDES TO OTHERNESS: CZECH ONLINE SURVEY

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The feeling of otherness arises because of the subjectively perceived difference of the other from oneself (Sokol, 2016). The feeling of otherness is closely connected to Self because it helps to define one's identity (Staszak, 2009). The feeling of otherness can be also seen as a warning sign that someone other can be dangerous (Sokol, 2016) or that one's unique identity may be threatened (Varvin, 2016). In other words, the more insecure is one's identity, the more of a threat is someone who is perceived as a representative of otherness.

Set of 4 personality and identity measures (translated to Czech) were used – BFI-10 (Rammstedt & John, 2007), Ego Identity Scale (Tan et al., 1977); Level of Personality Functioning Scale Brief Form (Bach & Hutsebaut, 2018), Propensity to Moral Disengagement Scale (Moore et al., 2012). The attitude to otherness was measured by the Bogardus Scale of Social Distance (Bogardus, 1947) using Romani,

foreigner, homeless person, migrant, person with mental disorder, person with physical disability as representative of otherness.

Participants for this internet-based study were recruited through the posts on social media. The sample consisted of total N=260 participants (95 men, age from 19 to 55 years, M=27.5, SD=6.7).

No interrelation of attitudes toward otherness and ego identity was found. From Big Five personality traits Openness to Experience and Conscientiousness were found to be related to social distance. Tendency to engage in moral disengagement is intercorrelated to intolerant attitudes.

It is not surprising that perception of otherness is influenced by various internal as well as external characteristics. The results showing the association between attitudes to otherness and identity are not yet clear.

OBSERVING FROM A DISTANCE AND FEELING INSIDE: THE AFFECTIVE PROCESSES OF INDIRECT VICTIMIZATION TO ONGOING TERRORIST ATTACKS

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Human-made disasters such as terrorism, especially when it is applied on repeated intervals, i.e. ongoing terrorism, lead to significant psychological disruptions in the communities (Fullerton, Ursano, Norwood, & Holloway, 2003; Galea & Resnick, 2005). Although direct victimization to terrorism is consistently investigated in the literature, studies regarding indirect victimization are limited. The purpose of the current study was to explore short-term psychological impacts of indirect victimization to ongoing terrorist attacks on college students, who are denoted as a risk group due to their young age (Bonanno, Galea, Bucciarelli, & Vlahov, 2007; Brewin, Andrews, & Valentine, 2000; Norris et al., 2002). For this purpose, qualitative research methodology was adopted. 10 undergraduate students who were living in Ankara, Turkey were recruited. They were vicariously exposed to ongoing terrorist attacks through various media resources. Semi-structured interviews were conducted and these data were analyzed using interpretative phenomenological analysis. Qualitative analysis revealed three superordinate themes, which are the recollections of terrorist attacks, heightened feelings and triggers, and ways of coping. The first of these themes represented the

characteristics of terrorist attacks that affected participants more adversely than any other negative life event. This theme had following subthemes: identifying with the victims and brutality of terrorism. The second superordinate theme revealed that participants experienced sadness, anger, fear, guilt, despair, disappointment and hopelessness. Each of these feelings was found to have several triggers (e.g. sadness for the deceased, anger for the state, fear from the police, and guilt from moving on with life). The final superordinate theme was representing participants' coping efforts to deal with their feelings. This theme had the following subordinate themes: seeking safety, attempts of re-adaptation, togetherness, avoidance, holding onto a positive future, acceptance. These results reflected extensive psychological impacts of ongoing terrorism that spread out to indirect population. Considering these widespread effects, there is a clear need for well-organized disaster preparedness system tailored specifically for terrorist attacks. The coping efforts of indirect victims in this study are in line with the five intervention principles as denoted by Hobfoll et al. (2007), which will be discussed in detail.

INTELLIGENCE, CREATIVITY AND COPING

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The relation of conceptual structures, intelligence, creativity and coping has not yet been the subject of a psychological research. Our study aimed to reveal interrelations between the features of the organization of the concept with intelligence, creativity and coping. A complex design was used in our research including assessment of (a) IQ (RPM); (b) creativity (TTCT); (c) coping strategies; (c) the semantic differential technique (SD) (stimulus word "potential"). Participants of the experiment were 408 students aged 18-24 years (mean $19,32 \pm 1,48$) among them 79,2% of girls. We processed the data by mathematical and statistical approach: primary data that were collected from eligible respondents, were subjected to be analyzed using linear regression. The findings revealed that the concept "potential" has considerable number of reliable interrelations both with indicators of the general abilities (IQ, creativity)

and with coping strategies. It was shown that the maximum saturation of the concept with sensory-emotional features can lead to a decrease in the productivity of intellectual activity. It should be noted that the role of the considered indicators of concepts in efficiency of intellectual activity is slightly lower, than in creative activity. It was found that between the variable measures of differentiated participation of sensory-emotional features of the concept and indicators of coping strategies there is quite close, but at the same time, multidirectional relationship. Thus, we may conclude that conceptual structures may act as the intermediary in relation to intelligence, creativity and coping strategies. The finding of our research may be useful for solving the problem of human mental resources increasing through the development of conceptual thinking.

PERSONALITY TRAITS AND GENDER: EFFECTS ON SELF-EFFICACY AT WORK

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Whereas personality traits represent stable individual characteristics that mostly derive from individual genetic endowment, self-efficacy can enhance learning and performance (Caprara et al. 2010). Self-efficacy is a crucial cognitive and motivational belief impacting on several aspects of behaviour at workplace. Self-efficacy has been related to the effort and perseverance, coping strategies to deal with labour demands, work engagement, and job performance. The aim of the present study was to analyse the effects and interaction effects of personality traits and gender on self-efficacy at work. The participants were 314 employees from three different sectors (blue, white and pink collar), both gender (52.5% female), ages between 18 and 75 years old ($M=34.66$; $SD=10.93$). Factorial design 2 (low- high personality trait) x 2 (gender) was applied. We use a socio-demographic questionnaire; NEO-FFI Personality Inventory (Costa & McCrae, 1992) to measure Openness to Experience ($\alpha=.73$), Agreeableness ($\alpha=.71$), Emotional Stability ($\alpha=.82$), Extroversion ($\alpha=.83$) and Conscientiousness ($\alpha=.79$); Self-efficacy at work scale (Loeb, et al, 2016, Spanish version Robalino & Musso, 2018) that measures self-efficacy for

inter/intrapersonal processes, and occupational self-efficacy oriented to cognitive tasks in the workplace ($\alpha=.88$). Results: Personality traits has a significant effect on self-efficacy. Specifically, Neuroticism on task self-efficacy ($F(1,312)=50.168$; $p<.001$; $\eta^2=.139$), Conscientiousness on task self-efficacy ($F(1,312)=47.856$; $p<.001$; $\eta^2=.133$), Extraversion on social self-efficacy ($F(1,312)=45.440$; $p<.001$; $\eta^2=.127$), Agreeableness on social self-efficacy ($F(1,312)=33.321$; $p<.001$; $\eta^2=.096$). In addition, Openness to Experience has an effect on self-efficacy in recognizing the emotions of others ($F(1,312)=6.943$; $p<.01$; $\eta^2=.022$). Moreover, there are significant gender differences in self-efficacy at work. Men have greater task self-efficacy ($t(312)=-2.730$; $p<.01$) and social self-efficacy ($t(312)=-2.793$; $p<.0$). There are no gender differences in self-orient emotional self-efficacy, emotional self-efficacy to understand-other, emotional self-efficacy to help others. Finally, MANOVA's results suggest that there are no interactions effects between gender and personality traits on self-efficacy at work. Results are consistent with previous studies. Limitations and new hypotheses will be discussed.

THE RELATIONSHIPS BETWEEN THE PROCRASTINATION, SELF-REGULATION, AND USE OF SOCIAL NETWORKING SITES

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Procrastination is conceptualized as postponing some actions crucial to the timely completion of assignments (Lay, Schouwenbur, 1986) or to "voluntarily delay an intended course of action despite expecting to be worse off for the delay" (Steel, 2007, p. 66) become a widespread phenomenon that has been established as a stable trait. It is defined as a self-regulatory failure, representative of low conscientiousness, high impulsivity, and thought control problems. Despite this rise in recognition and importance, the exact nature of procrastination is still being debated. Social networking sites (SNSs) have rapidly expanded since their inception in the early 2000s. Now social networking sites (Facebook, VKontakte, etc.) are the part of modern life, but they are also the cause of achievement (primarily academic) decline. Self-regulation and procrastination are the features that can be defined as personality factors in online social network use. There is some proof of the negative role of procrastination as well as low self-regulation in academic success. However,

relations between procrastination and self-regulation are still unclear. This study examines associations between procrastination, self-regulation, intensity, and intrusion of social networking sites (SNS) usage. The sample consists of 321 users of Russian SNS VKontakte, from 17 to 60 ages. SNS usage assessed by SNS Intensity scale and SNS Intrusion scale. The characteristics of procrastination and self-regulation (emotion regulation and activity regulation) were evaluated. Procrastination positively associated with SNS Intensity and SNS Intrusion and negatively with cognitive reappraisal and general self-regulation, and has no associations with the expressive suppression. Sex and procrastination revealed as significant predictors of SNS intensity and intrusion. Women are more tending to use SNS and reveal negative aspects (relation, emotional, work problems) of intensity and intrusion of online social network usage. Surprisingly, but the age of participants does not affect SNS features as expected.

DIFFERENCES IN THE PROFILES OF MOTIVATION BETWEEN HIGH-ABILITY SCHOOL STUDENTS AND THEIR AVERAGE-ABILITY AGE PEERS

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The study aimed to reveal the peculiarities of motivational content and future time perspective in high ability students compared to their peers with ordinary intelligence for the age. 240 students of V, VII, and X grades (from 11 to 16 years) of secondary schools put together two groups. The first group included 120 students (equally of each grade and gender) with the IQ higher 125. The second group included 120 students (equally of each grade and gender) with the IQ from 85 till 115. The following methods were used: the tests of cognitive abilities, the questionnaires on personality characteristics (motivation, school anxiety, self-assessments of abilities, etc.), and school achievements. We also used Russian version of the Method of Motivational Induction by J. Nuttin. The results were processed using the independent t-test and the one-way analyses of variance (ANOVAs). The results obtained revealed the significant age and gender differences in students' motivation both in terms of the motive contents and the time localization of motivational objects in the whole

sample and in the each group separately. Results indicated significant increase of the social motives and decrease of the will to possess something from V to VII and X grades. The study also showed the differences in the motive contents and the time perspective between the high ability and their ordinary age peers, as well as between the high ability boys and girls. The motives of social contacts were expressed much more strongly in the high ability children in all grades. In grades VII and X in addition to already specified dominance of social motives, in the high ability students the localization of motivational objects in the educational period dominated. The data obtained expand the conceptions about motivational development of the adolescents, as well as the ideas about motivational and personal characteristics of the high ability schoolchildren. These results could find the application for education and support of intellectually gifted students, and their psychological counseling.

PSYCHOMETRIC EVALUATION OF THE RUSSIAN FAMILY ALMOST PERFECT SCALE

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Perfectionism is an important, multidimensional personality construct given its ties to psychological disorders, association with academic achievement, and adaptive and maladaptive components, as indicated through the development of the Almost Perfect Scale-Revised (APS-R; Slaney et al., 1996). Research suggests there may be links between individual perfectionism and family environment based on the hypothesis that maladaptive perfectionism develops in authoritarian and controlling family environments (Flett et al., 2002). The APS-R was modified into a family form named the Family Almost Perfect Scale (FAPS; Wang, 2010) to measure perceived level of perfectionism from one's family. Several studies have examined FAPS among diverse cultural groups to validate its psychometric properties and understand the cross-cultural impact of perfectionism (Ortega et al., 2014). Russia may be at a unique risk for maladaptive perfectionists given the authoritarian and collectivistic culture, controlling child-rearing practices, and social value of perfectionism (Rusanova, 2017). The current study examined the factor structure of the Russian FAPS among 169 college students (50 men, 119 women) at a national university in Russia; researchers examined how different

types of perfectionistic families compare on outcome variables like psychological distress, personal perfectionism, and GPA. The adjusted Russian FAPS included 15 items, and yielded the following model fit statistics: $MLR\chi^2(87, N = 169) = 182.52, p < .001, CFI = .901, SRMR = .064, RMSEA = .081$, which indicated adequate fit. The correlations between corresponding APS-R and FAPS subscale scores provided evidence for convergent validity. Participants were then classified into different types using cluster analyses based on their FAPS scores. Three groups emerged—adaptive perfectionistic families ($n = 75$), maladaptive perfectionistic families ($n = 41$), and nonperfectionistic families ($n = 53$). Participants in the maladaptive perfectionistic family group reported significantly higher levels of depressive mood, anxiety symptoms, and imposter syndrome than the adaptive perfectionistic family group. Results from this study suggest that Russian FAPS has adequate psychometric properties, and can be used to assess and classify participants regarding their perceived family perfectionism. The distinctively adaptive and maladaptive natures of family perfectionism were evident in this Russian sample, though limitations were discussed.

EXPRESSIVE WRITING INTERVENTION FOR TURKISH BREAST CANCER PATIENTS: A STUDY PROTOCOL

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The number of breast cancer patients is increasing (TUIK, 2015). Therefore, there is an increase in the number of studies investigating the physiological and psychological effects of breast cancer. Psycho-oncology research indicated that depression and anxiety are the most common disorders in breast cancer patients (Cvetkovic ve Cvetkovic, 2017). Expressive Writing Intervention (EWI), which frequently affected these variables, also plays an important role in psycho-oncology literature (Pennebaker ve Susman, 1988; Sohl, Dietrich, Wallston ve Ridner, 2017). In the light of literature, the aim of this research is to test EWI for Turkish breast cancer patients in terms of the variables (depression, anxiety, and psychological flexibility) after the intervention. Ninety breast cancer patients who have completed their treatment processes will be considered as participants. Pre-test, post-test and follow-up (one month after post test) will be taken with the questionnaire set. Measures of depression, anxiety, quality of life, perceived social support and flexibility will be

administered. Also, a booklet will be prepared for the implementation of the EWI. The measurements taken before – after the intervention and the follow-up measurement will be compared using ANOVA, t-test and regression. It is seen that physiological and psychological results affect the quality of life after cancer treatment. Researches showed that although depression, anxiety and psychological rigidity have a negative effect on cancer patients, some interventions, such as EWI, have changed this situation in a positive way. With this study, it is expected that expressing emotions in Turkish culture will have positive outcomes in breast cancer patients. After intervention expected results will be that participants' depression and anxiety symptoms will decrease and their quality of life and psychological flexibility will increase. This study is considered to be the first in terms of joining breast cancer and EWI in Turkish literature and it is thought that it will contribute significantly to the international literature with the results of EWI.

PANIC ATTACKS: WHEN THE SELF-AUTONOMY ORGANIZE ATTACKS IN ORDER TO GET HEARD. A DIFFERENT PERCEPTION OF THE SYMPTOM

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Panic attacks usually visiting people with dedication to others needs nor them, when the same time they are focusing on the excellence and their performance. They love to get complimented from others when they pleased them a lot when the same time have neglected their personal or emotional needs. The self-needs (autonomy part) cant is a priority. The external environment where the person lives and acts (dedication part) is always the priority. This presentation will not argue about the control of the symptom but for the disharmony between the autonomy and the dedication, the performance and self-needs. The people that suffer from panic attacks, do not estimate the importance of self-needs and the importance of the armory through the dedication to the external environment and the priority to the internal environment. People with panic attack symptom are seeking for help and they usually trapped themselves to hard prescriptions, Psychiatry and medical diagnosis

for long life, without an option to escape from that pattern. When a person is aware for this view of panic attacks, feel more in depended and ready to face the impact of the next episode, much more different than ever before. In simple words, they receive a treatment that makes them aware of the reason that the episodes coming back and what they have to do next as a vention before the intervention, offer help to themselves. According to the systemic perception the "environment" in which a system exists is a whole system, a meta-system. As a whole, it faces inward, the system is concerned with maintaining its internal steady state. As a sub-whole, the system faces outward, responding to its environment (a meta-system) in a potentially infinite regression of relevant contexts. When dedication against autonomy is the argument, then the challenge is how Ego can manage this conflict.

THE EFFECT OF POSITIVE AND NEGATIVE CONTACT ON THE EVALUATION OF STEREOTYPE CONTENT

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The effect of intergroup contact on improving attitudes toward outgroups has been widely and systematically proven. In contrast, scholars had only recently began to focus on the effects of negative contact. The objective of this study is to experimentally test, in a sample of adolescents, the effect of negative and positive contact on the perceived morality, sociability and competence (stereotype content dimensions) of two immigrant groups in Spain: Moroccans (M) and Ecuadorians (E). Considering literature on the boundary conditions of contact's effects, we also examine the role of perceived typicality in this relation. Adolescents ($N = 133$; $M_{age} = 15.14$, $SD = 1.09$) were randomly assigned to one of the six experimental conditions of a 3 (Imagined contact valence: positive vs. negative. vs. control) X 2 (Group: Ecuadorian vs. Moroccan) between-subject design. Participants imagined a positive or negative contact situation with a Moroccan or Ecuadorian, or a walk in the outdoors (control condition). Next, they rated the ethnic group of the imagined interaction partner (E or M) on the dependent variables, and also the perceived typicality of this character. In the positive contact

condition, adolescents perceived the evaluated group more sociable than in the negative contact condition. Moderated moderation analysis (Model 3, PROCESS v3.0 Macro for SPSS; Hayes, 2017) revealed that the relation between contact valence and morality and sociability was moderated by the perceived typicality of the interaction partner only for the M group. When the interaction partner is perceived as typical, negative contact relates with low levels of perceived morality and sociability, whereas positive contact relates with high levels of perceived morality and sociability of the M group. When the interaction partner is perceived as atypical, negative contact relates with high level of perceived morality and sociability of the M group, whereas a positive contact relates with low levels of perceived morality and sociability of this outgroup. Our findings confirm and extend previous research as they consider and experimentally test the effect of both negative and positive contact on stereotype content, as well as on the boundary conditions in which intergroup contact may improve intergroup relations during adolescence.

THE ATTRIBUTION AND REASONING OF A SUPERVISOR'S PATERNALISTIC LEADERSHIP – A SUBORDINATE PERSPECTIVE

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Though there is much research concerning paternalistic leadership, most of them take the leaders' perspective rather than the subordinates' in examining the effect of leadership behaviors on subordinates. Yet, subordinates' interpretations and affirmation towards their leaders are of paramount importance as they may significantly influence the interaction between two parties as well as the leaders' behaviors. Thus, acknowledging this literature gap, this study attempts to undertake the perspective of subordinates to understand how they interpret and attribute the Paternalistic Leadership behaviors of their superiors. This study conducts in-depth interviews to collect

data with 16 valid dyad (both supervisor and subordinate) interviews of 45 key descriptions of leader behaviors. The findings shows that there are positive and negative interpretations of superiors' behaviors from the view of subordinates. Particularly, it illustrates that positive interpretations are resulted from the perception of a parental spirit, encouragement of taking initiating roles, and family atmosphere in the organizations. In contrast, negative interpretations mainly stem from subordinates' perception that superiors' behavior is purely a way to vent their emotions or achieve personal benefits.

ANALYSIS OF PARAMETERS OF THE SOCIAL SITUATION OF CHILD DEVELOPMENT OF PRESCHOOL AGE AT THE PRESENT STAGE OF SOCIAL DEVELOPMENT

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Transformation of the characteristics of the social development is associated with the changes of the external and internal components of the relations. There is a general increase in uncertainty, instability of conditions of social involvement, as well as intensive change in the main parameters of the social situation of development during childhood. The description of the "social situation of development" – a specific relationship between the child and the social environment for each age, mediating the processes of social involvement (L.S.Vygotsky). Nowadays it is necessary to clarify the parameters of the social situation of development of a child of preschool age in a changing society. The sample of the empirical study was consisted of children of institutions of preschool education of secondary and senior preschool age (100) and their parents (28). Based on the results of the study the prevalence of non-constructive types of parent-child cooperation in the families of the respondents was found out. Also the priority of traditional family values in the children has been revealed, parents act as significant adults, but the educational potential of

parenthood is not realized; a child often feels lonely in the family, has lack of communication with parents and common activities. The institution of preschool education seems to be rather attractive to children. It gives the ability to communicate with peers, implements gaming and productive activities, the teacher acts as an object of idealization and performs the function of support. In general the analysis of the situation of the child in the group of the educational institution has shown that there is a favorable atmosphere in this relationship subsystem. Constructive and non-constructive types of motivation for interaction with peers were roughly on the same level (individualism – 24%, competition – 22%, aggression – 4%; cooperation and equality – 20% per each, altruism – 10%). It is important to optimize the main parameters of the interaction of preschool children in the conditions of the institution of preschool education and the family (in the context of the identified trends) in order to support the positive social adjustment of the children of preschool age.

UNDERSTANDING SAFETY BEHAVIOUR: ROLE OF SAFETY CLIMATE, SUPERVISORY BEHAVIOUR, AND INDIVIDUAL MOTIVATION

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Safety climate can be seen as a bridge between organizational rules/regulations and individual safety behaviour. But it is also important to examine how and through which mechanisms safety behaviour is manifested in employees. For this purpose, the present research aims to examine the relation between safety climate and safety behaviour, whether this relationship is mediated by motivations of workers to comply with the rules, and whether their relationship changes depending on supervisory behaviour. We collected data from 388 blue collar workers in a major factory. Analysis results show that safety climate is significantly related to safety behaviour of employees, and this relationship is partially mediated by motivations of workers to comply with the safety rules. Moreover, we have also

tested the moderating role of supervisors' behavioural integrity for safety and found that workers reflect their motivations into actual behaviours more when their supervisors have higher behavioural integrity for safety. Findings indicate that organizational safety climate is associated with safety behaviours of workers both directly and through its association with safety motivations of workers. Moreover, the extent to which supervisors do what they preach amplifies the association of safety climate with safety motivation. These results contribute to workplace safety research by underscoring the importance of supervisor behavioural integrity in explaining under what circumstances the influence of safety climate on safety motivation is facilitated.

HOW DO WE READ POETRY? CONVENTIONAL AND POETIC METAPHORS – EYE TRACKING STUDY

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Metaphoric expression links two unrelated concepts which share some common characteristics. Conventional metaphors are familiar and readily interpretable, and frequently used in language, (e.g., Time is running out). Whereas novel metaphors are unfamiliar and more difficult to interpret (e.g., You may trod me in the very dirt, but still, like dust, I'll rise). Most studies on reception of metaphors have shown that conventional metaphors are processed faster than novel ones. Comparing to literal expressions, metaphors are processed faster (Giora, 2003). The present study investigates processing of novel and conventional metaphors using eye tracking technique. We examined eye movements while reading of novel and conventional metaphors. The first group of participants read Wisława Szymborska's poem with novel metaphors (e.g., On the right a cave where Meaning lies). The second group, read a

modified version of the same poem with conventional metaphors (e.g., On the right is a dead end). Eye movements of all participants (N = 45) were recorded while they were reading the poem. Areas of interest were drawn around novel and conventional metaphors, and we compared percentage of fixation time spent on reading the two types of metaphors. We analyzed 9 pairs of metaphors: novel vs. conventional. We found significant differences between novel and conventional metaphors in percentage of fixation time: Surprisingly, participants spent more time reading conventional vs. novel metaphors. The results are not consistent with previous studies showing that conventional metaphors are read with less effort than novel metaphors (e.g., Giora, 2003; Lai, Curran & Menn, 2009). However, none of the studies examined metaphors in the context of poetry.

RELATIONSHIPS BETWEEN EARLY MALADAPTIVE SCHEMAS, PSYCHOLOGICAL FLEXIBILITY, AND ALCOHOL USE

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In the studies on alcohol use, it was stated that two billion people used alcohol in the World (World Health Organization, 2014). Alcohol use was associated with many physical and psychological disorders (e.g. Boden & Fergusson, 2011; Boffetta & Hashibe, 2006; Kushner, Abrams, & Borchardt, 2000). As alcohol use is widespread and related to many health-related outcomes, it is important to identify the causes and factors that may be related to alcohol use that initiate and maintain alcohol use. These are thought to be early maladaptive schemas and psychological flexibility. Therefore, the aims of this study were to investigate the relationships between early maladaptive schemas, psychological flexibility and the use of alcohol, and to examine the moderator role of psychological flexibility on the association between early maladaptive schemas and alcohol use, based on studies that have identified the buffering role of psychological flexibility on the association between early maladaptive schemas and psychopathology (Fischer, Smout, & Delfabbro, 2016). To examine these aims, 120

participants using alcohol completed Demographic Information Form, Young Schema Questionnaire, Acceptance and Action Questionnaire, Alcohol Use Disorder Identification Test. Pearson correlation and Hayes process macros (Hayes, 2013) were used in the analysis of the study. Early maladaptive schemas, psychological flexibility and alcohol use were found to be correlated with each other. However, psychological flexibility did not moderate the association between early maladaptive schemas and alcohol use. The association between early maladaptive schemas and psychological flexibility provides additional support for the use of schema therapy and acceptance and commitment therapy in alcohol use disorder. Although these two therapies have been dealt with in two different ways, there have recently been recommendations for integrating schema therapy and acceptance and commitment therapy (e.g. McKay, Lev & Skeen, 2012; Parfy, 2012). This study is expected to bring innovation to the literature, and this study is thought to be the basis for future studies.

THE CONCEPT OF SOCIO-PSYCHOLOGICAL HEALTH AMONG THE POPULATION OF THE REPUBLIC OF SAKHA (YAKUTIA)

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Purpose of the study was to clarify the content of the concept of "socio-psychological health" and create a model of monitoring socio-psychological health. An analysis was made of the current state of research into the problem of health and the study of the everyday views of the population of the Republic of Sakha on it (2016). The sample consisted of 278 people (61 men, 217 women). Document analysis, focus group, in-depth interview, content analysis, correlation analysis were used. On the basis of a theoretical analysis of the concepts, the main parameters of socio-psychological health was given. 1. Respondents' assessment of their economic well-being. 2. Respondents estimate the socio-cultural situation in the region. 3. Evaluation by respondents of the nature of their social communications and interaction. 4. Assessment of indicators of psychological health and well-being. 5. Evaluation by respondents of their physical health. Analysis of the perceptions of the population about health allowed the following conclusions: 1. Participants clearly identify the criteria for mental, psychological, social and socio-psychological health. 2. In general, there is a high consistency of descriptions of the types of

health among different groups of respondents. Mental health, according to research participants, is an integral part of general physical health; its main characteristic is adequacy. A psychologically healthy person is a healthy person; able to solve his problems on his own; able to regulate his state of the organism in stressful situation. A social health is the social activity of the population and, above all, employment of the able-bodied population, involvement in various social institutions, including participation in traditional joint activities. Socio-psychological health is a stable functioning of a person's personality, a positive image of "self", a need for self-development, as well as the formation of productive forms and ways of human interaction with the external environment. The content of the concept of socio-psychological health, obtained from the results of the analysis of representations of the population, largely coincides with the criteria outlined in the result of a theoretical study and may be parameters of the model of socio-psychological health of the population of the Republic of Sakha (Yakutia).

CHARACTERISTIC FEATURES OF PSYCHOLOGICAL DEFENCES OF STUDENTS WITH DIFFERENT COGNITIVE ORIENTATIONS

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Psychological defences have a contradictory nature. On the one hand, they help a person to adapt to the outside world taking into account his/her inner life and mental state (levels of stress and anxiety). On the other hand, at the same time they can reduce a person's ability to adapt to the social environment and negatively affect his/her attitude to oneself. Psychological defence includes both unconscious and conscious mechanisms and is closely connected with the value system of a person and his/her coping strategies. The purpose of the research is to study characteristic features of psychological defences of students with different cognitive orientations. The theoretical grounds of the study are based on the theories of unconscious mind and psychological defences by S. Freud, A. Adler, E. Bibring, A. Freud, C.G. Jung, D. Lagache, etc.; on the theories of coping behavior by A. Bandura, E. Frydenberg, R.M. Granovskaya, S.E. Hobfoll, R.S. Lazarus, L. Murphy, I.M. Nikolskaya, etc.; and on the concepts of logo-analysis by V.E. Frankl and existential analysis by A. Längle. The empirical part of the study includes such methods as questioning (a specially developed

questionnaire), testing (The structure and strength of psychological defences [L.Yu. Subbotina]; Values scale [S.H. Schwartz]; Locus of control [J.B. Rotter]; Coping Strategies Indicator [J. Amirkhan]; Existence scale [A. Längle, C. Orgler]) and statistical data processing. The sample consists of 85 students aged 18-26 years old who have been divided into three groups depending on their cognitive orientations (the area of specialization): the first group – "man-nature", the second group – "man-man" and the third group – "man-sign". The main results show that all the groups display quite a high level of psychological defences; values as ideals coincide in general, whereas values as individual priorities, coping strategies and existence have significant differences for all three groups. Discussing the findings it is possible to conclude that all the students have quite the same values as ideals, but depending on cognitive orientations they rely on different individual values which become apparent in different psychological defences and, as a result, in different coping strategies.

SPATIAL WORKING MEMORY AS ANCEDENT FLUID REASONING CAPACITY

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Significant relationships exist between general fluid intelligence and each of the following constructs: short-term visual recognition memory, working memory capacity (WMC), and processing speed. The aim of our study was to analyze relationships between fluid reasoning and other cognitive functions. The sample included 62 children (53% boys), mean age – 12.8 years, SD = 3.2. Methods: 1) Fluid reasoning scale (Gf) from the KABC-II, which consists of two subtests – Story Completion and Pattern Reasoning 2) Tests from CANTABeclipse: Spatial working memory (SWM), Simple reaction time (SRT), Choice reaction time (CRT), Delayed matching to sample (DMS), Pattern recognition memory (PRM), Stockings of Cambridge (SOC). It was found out strong interrelations between Gf scale, Story Completion scores and SWM error

scores, but not between Pattern Reasoning scores and SWM error scores. Correlation for Gf scale and SWM error scores: $r = -0.38$, $p = 0.01$; correlation for Story Completion scores and SWM error scores: $r = -0.34$, $p = 0.03$. The regression model for Fluid Reasoning Scale was significant ($F = 6.85$, $p = 0.01$) and explained almost 14.3% of the dispersion. But only spatial working memory scores significantly affected on the dependent variable. Other predictors such as processing speed (SRT and CRT), short-term memory (DMS and PRM) and planning functions (SOC) have no relations with Fluid reasoning. Consequently, only spatial working memory contributes to fluid reasoning. This work was supported by grant RFBR № 18-013-01179

ATTITUDES TOWARDS ANIMALS IN RUSSIAN ADOLESCENTS INVOLVED IN SCHOOL BULLYING

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Although empathy is generally recognized to impede aggressive behaviors, recent studies revealed that this connection may not be that evident for adolescents involved in bullying. One possible solution of this paradox is the complexity of the empathy which has both affective and cognitive component. Such complexity makes it difficult to study empathy by direct methods. Attitudes towards animals are suggested to be associated with empathy. The main hypothesis is that the attitudes towards animals differ for victims and bullies. However, Russian tools for studying attitudes towards animals or pets are scarce. The objectives of the study were to adapt 2 existing tools for Russian sample: Cruelty to Animals Inventory by Dadds et al. and Pets Attitudes Scale by Templer, Salter, and then measure differences for bullies and victims with modified version of Olweus Bully/Victims Questionnaire. Also, empathy was

measured with Interpersonal reactivity index. On the first stage, tools were translated into Russian through double translation procedure. On the second stage, a pilot study was conducted. The study sample included 70 pupils of secondary schools of Saint Petersburg (age 11-13). Study methods included confirmatory factor analysis and reliability measures. The study showed that the scales have sufficient psychometric properties. Attitudes towards animals also differ by gender. On the third stage, the main study was conducted. The models associating attitudes to animals and bullying were built for bullies and victims. Preliminary analysis revealed that empathy components had mediating effect in both models. The results suggest that the empathy is a mechanism for both bullying and animal-related behavior. The study is supported by Russian Foundation for Fundamental Studies № 18-313-00131

THE PREDICTIVE ROLES OF EARLY MALADAPTIVE SCHEMAS, PARENTING STYLES, AND SCHEMA COPING PROCESSES IN WELL-BEING OF PRIMARY CAREGIVERS OF DEMENTIA PATIENTS

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Giving care to a dementia patient is a challenging process and associated with many physical and psychological health outcomes (e.g. Coope et al., 1995; Vitaliano et al., 2002). It is thought that one of the variables that affects the psychological health outcomes may be early maladaptive schemas (Young, Kolosko, & Weishaar, 2003). In addition, studies showed that early maladaptive schemas have a mediator role in the relationship between parenting styles and psychopathology. The aims of this study were to test this relationship in caregivers of dementia patients and to examine the moderator role of schema coping processes on the association between early maladaptive schemas and caregiver well-being. 99 caregivers of dementia patients participated in this study. Participants completed the measures of Young Schema Questionnaire, Young Parenting Inventory, Young Compensation Inventory, Young Rygh Avoidance Inventory, and Caregiver Well-Being Scale. Hayes process macros was used in the analysis (Hayes, 2013). Early maladaptive schemas mediated the association between parenting style and caregiver well-being basic needs. However, the

mediator role of early maladaptive schemas between parenting styles and caregiver well-being activity of living was not confirmed. Moreover, schema coping processes did not moderate the association between early maladaptive schemas and caregiver well-being. The effects of parenting styles on caregiver well-being basic needs was mediated by early maladaptive schemas. That is, the increment in negative parenting caused an increase in schema scores, which resulted in decrease in caregiver well-being basic needs. This study provided empirical confirmation for caregiver studies having early maladaptive schemas as a mediator between parenting styles and caregiver well-being basic needs. Therefore, including early experiences with parents and early maladaptive schemas to the treatment related to psychological problems of dementia caregivers might be important for better outcome. This notion may be a support for those applications in Schema Therapy. Overall, as for clinical implications, the findings of this study may help to understand the importance of early experiences on the caregiving processes.

CHESS-PLAYER' CREATIVE ACTIVITY, TRANSFORMED BY INFORMATION TECHNOLOGIES

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The results of the study of chess players' creative activity at the dawn of the invasion of computers and during their active use are presented (Vasyukova 1997; 1999; 2012), G. Kasparov's interviews with grandmasters who contributed to the development of chess in the 70-80s, concerning the opening changes in connection with the advent of computers in the late 20th century are analyzed (Kasparov 2007). Features of chess play in situations human vs. human and human vs. computer were compared. It is shown that an essential component of the chess play is communication between partners, associated with the cognition of the opponent and the impact on him. In the play with computer the communication component is simplified, but does not disappear, that is manifested in the anthropomorphization of computer. In games with computer in attack style chess player positional factors prevail. The transformations of creative activity in the use of Computer Information Search Chess Systems are described – the emergence of new components of activity, increasing the importance of serious analysis along and time spent on it, a significant increase

in the proportion of time to opening study. Independence in analysis and confidence in all stages of the game distinguishes the users of these systems as creative individuals. Chess-players have problems that are psychological – coordination of knowledge and thinking, intelligence and creativity, the effectiveness of memorizing. Three positions of grandmasters in relation to opening changes with the advent of computers in chess are revealed – revolution, evolution, creative work brake. The chess creativity features in the computerization era are: analysis accuracy, breadth of the opening repertoire of the leading players, leveling differences in the play styles, thinking not by concepts but by moves, the increasing role of one-time individually-directed novelties, caution, drying the play; less deep strategies and original ideas; more accentuated sport side. We concluded that human creativity would be enriched when chess-player use a computer as an assistant and build a dialogue with him. In conditions of computerization demands of autonomy and critical thinking of human increase.

PRELIMINARY RESULTS OF THE COGNITIVE CONTROL CHALLENGE TASK IN PATIENTS WITH MAJOR DEPRESSIVE DISORDER

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Every day we are faced with challenges that require appropriate organization and coordination of our cognitive abilities to be able to respond in a effective, goal directed manner. Some of the challenges are well known and responses well practiced and automatized, many, however, require purposeful, explicit control over the coordinated use of the available cognitive resources. Dynamic shifting in flexible cognitive control engages processes like attention focusing and sustaining, inhibiting distracting effects, monitoring and correction of behavior and goal-directed behavior. Cognitive control is domain-general and presents coordination and flexible switching between a wide range of operations in a constantly changing environment, enabling efficient and flexible processing of information and appropriate behavior. Cognitive control plays an important role also in most psychiatric and neurodegenerative disorders (among them major depressive disorder (MDD)) and the ability of successful cognitive control is one of the factors that influence the course of the disease. The purpose of our study was to develop a new, improved version of the Cognitive Control Challenge Task (CCCT) that could be

used in clinical population. The task's psychometric properties were investigated and results correlated with other behavioral cognitive measures. The task is currently still being applied to inpatients with MDD with the goal to include at least 50 participants. CCCT requires shifting between different cognitive processes and integration of available information. It consists of auditory and visual stimuli of different modalities and cognitive abilities (selective attention, working memory, deduction, behavioral inhibition, shifting, decision-making) that follow different rules in stable and flexible mode. Reaction times and accuracy of participants' responses were measured. In addition, participants also performed a standard battery of cognitive tests. The results of the analysis are expected to show similar psychometric properties as the previous version of the task but easier for use in clinical population. Additionally, as cognitive functions in MDD are severely impacted we expect the results to significantly correlate with results from other cognitive control tasks proving that the CCCT task could thus be potentially usable for psychodiagnostic purposes in patients with MDD.

EXPERIENCES OF TRANSNATIONALISM AND FORCED MIGRATION FOR FEMALE SYRIAN REFUGEES IN TURKEY: A GROUNDED-THEORY APPROACH

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Immigration is a global issue that impacts receiving, transit, and countries of origin. The protracted conflict in Syria is in its 8th year, and the influx of refugees has been an enormous challenge for Syria's neighbors, with strong implications for the stability of the entire region. This project explores how nontraditional countries of migrant settlement, specifically Turkey, manage the influx of refugees from Syria. Transnationalism and migration-systems theory will provide a framework for analysis. This study was conducted by gathering information directly from female Syrian refugees in Istanbul. Questions in a semistructured interview process

covered topics such as forced migration from Syria to Istanbul, access to services in Turkey put forth in the 1951 Refugee Convention and the Turkish Law on Foreigners and International Protection, as well as any possible motivations to continue the migration process out of Turkey to a third country of settlement abroad. Grounded-theory design, authored by Charmaz, has guided the data analysis, specifically transnationalism and migration theories, which resulted in 17 focused codes and 4 themes. Obtaining information directly from female refugees allowed them a voice and potential participation in developing feasible solutions.

FORMATION OF STIMULUS EQUIVALENCE CLASSES THROUGH CLASSICAL CONDITIONING PROCEDURES: A SYSTEMATIC REVIEW

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Transfer of functions through stimulus equivalence classes allows to explain why stimuli acquire new functions in the absence of direct training. However, to date studies that employ an operant conditioning paradigm have received more interest than those that employ a classical conditioning paradigm. The aim of this work is to carry out a systematic review about stimulus equivalence classes researches that employ a classical conditioning training, as well as to analyse the implications that this might have in the study of verbal behaviour and the impact in the applied field (for example, the clinical practice). The researches show that transfer of

function is also possible not only when an operant conditioning training is employed (for example, match-to-sample training) but also employing classical conditioning procedures. These results are interesting for two main reasons. At an experimental level, they help to understand the learning processes that might explain the transfer of function phenomena, bringing some light to how verbal behaviour is acquired and modified. At an applied level – as it could be the clinical practise – they help to clarify both the intervention process and therapeutic change since verbal behaviour is the most relevant behaviour given its spoken nature.

THE RELATIONSHIP BETWEEN ALEXITHYMIA AND COPING STYLES: THE MEDIATOR ROLES OF ANGER AND ANGER EXPRESSION STYLES

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The concept of alexithymia basically points to the various problems that individuals experience in defining and expressing their feelings. A review of the literature shows that alexithymic characteristics may cause various difficulties in anger and its expression. Furthermore, it is seen that alexithymia, anger and anger expression styles are important variables to predict coping styles. From this point of view, the aim of this study is to investigate the mediator roles of anger and anger expression styles in the relationship between alexithymia and coping styles in the university sample. The present study included 434 college students (244 women, 190 men). In addition to the Demographic Information Form, participants were administered the 20-item Toronto Alexithymia Scale (TAS-20), the State-Trait Anger Expression Inventory (STAXI) and the Ways of Coping Questionnaire (WCQ). The mediation analysis was conducted via using

PROCESS macro model with 5000 bootstrapping samples along with updated mediation procedures (Hayes, 2018). The mediation analysis showed that the trait anger, anger-out and, anger-control mediated the relationship between alexithymia and problem-focused coping styles. Additionally, trait anger, anger-in, anger-out and anger-control have mediator roles in the relationship between alexithymia and emotion-focused coping styles. It is concluded that the relationship between alexithymia and coping styles is mediated by anger and anger expression styles. Therefore, current study emphasizes the benefit of addressing alexithymic characteristics, the frequency of anger experience, and healthy ways of anger expression simultaneously and as a whole rather than individually in psychotherapies aiming to strengthen the ways of coping with stress.

THE EFFECTIVENESS OF APPROACHES TO CREATIVITY IN PRESCHOOL AGE CHILDREN IN DEVELOPMENTAL PSYCHOLOGY AND PEDAGOGICS

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The topic of this work has to do with the search for the conditions for maximizing the creative potential in childhood, ensuring readiness and successful adaptation to schooling, creating prerequisites for productive learning activities (Davydov, 1986; D'yachenco, 2008; Kravtsova, 1996; Kudryavtsev, 2001; Torrance, 1972; Obukhova & Churbanova, 1992). The purpose of this study is to describe various multidimensional approaches to the analysis of the role of creative imagination and creativity in the mental development of children. A number of approaches aimed at developing creative imagination and creativity of preschool children have been proposed. These have been implemented in developmental psychology and pedagogics (Rizi et al., 2011; Shawareb, 2011; Taylor et al., 2015; Wong & Chee, 2016). This work used quantitative meta-analysis to synthesize several approaches to developing creative imagination and creativity, specifically in the field of developmental psychology at the preschool level (Ruhizan & Nor, 2014). Web of Science, EBSCOhost, Google Scholar and eLIBRARY.RU were searched for studies of approaches to creative imagination and creativity from the 2009-2018 period. Based on 14 articles,

four approaches and five different instruments used to develop creative imagination and creativity were identified. It was found that the grand mean effect size for creative potential approaches is 1.13 with a standard deviation of 0.61 for preschoolers. Also, two main themes have been identified: one, a study of factors influencing the development of children's creative achievements, and two, development of pedagogical approaches that stimulate creative abilities. The creative potential of preschoolers is associated with a high level of social behavior, the creation of «paracosms», the use of images and meanings of words from various contexts, bilingualism and the creative abilities of teachers. The results illustrated that the various factors and pedagogical approaches have a positive effect on the development of creative imagination and creativity of preschool children. Therefore, further empirical research aimed at finding possible interrelations between the level of development of verbal generalization, verbal thinking and the creative imagination is recommended. This is necessary for the competent management of the development of creative imagination and creativity of preschool children.

GOVERNANCE AND LEADERSHIP OF WOMEN BETWEEN SELF-RECOGNITION AND EXTERNAL RECOGNITION

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The present work comes from practical experience of the Board of Order of Psychologists of the Campania region, entirely composed of woman, that daily confronts the needs of its members. For five years we have worked to develop spaces for reflection and verification in an institutional framework where we have dealt with voters, citizens, employees, collaborators, clients, colleagues, fielding professional skills and experience as well as some typically feminine skills that bring an authentic added value to the traditional leadership model: collaboration, flexibility, mediation, listening. Skills that can trigger change and innovation. The research has planned to: administering anonymous questionnaires to investigate the values of female leadership; administering of semi-structured interviews to a group of 50 people including collaborators, employees of the organization, colleagues and

trainees to invite a deep reflection on the data emerging from the analysis of the questionnaires. The results that emerged confirmed the need to courageously expose themselves to criticism and to affirm the right to women's leadership to make decisions that regard a category 80% made up of woman. This has allowed the creation of many activities on the territory: memorandum of understanding with the Department for Equal Opportunities and Social Policies of the Campania Region, events in distance learning for maternity psychologists, events to combat gender violence, collaboration for the activation of 47 Antiviolence Centers in the Region Campania, Baby Care project, a free service for psychologists that allows them to take part in the events together with their children who are welcomed by operators specialized in recreational and educational activities who take care of themselves.

PSYCHOLOGICAL FEATURES OF STUDENTS STUDYING AT THE MILITARY DEPARTMENT IN THE CIVIL UNIVERSITY

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Army is an important social institute of any state. And army service has got its characteristic features which are ambivalent: on the one hand, it is prestigious and honourable, and, on the other hand, it is dangerous and hard. That is why some young men enter the university which has got a military department to avoid army service. The purpose of the research is to reveal psychological features of students studying at the military department in the civil university. The theoretical grounds of the study are based on the works by Abdurakhmanov R.A., Antsupov A.Ya., Borah E.V., Bryan C.J., Karayani A.G., Korchemny P.A., Peterson A.L., Young-McCaughan S.B., etc. The empirical part of the study includes methods of testing (Values scale [S.H. Schwartz]; Motivation of professional activity [C. Zamfir]; Scale of achievement need [Ju.M. Orlov]; Level of subjective control [E.F. Bazhin, E.A. Golyunkina, L.M. Etkind]), questioning (a specially developed questionnaire) and statistical data processing. The sample consisting of 60 students who study at the military department in the civil university has been divided into three groups: men who

intend to continue army service and make a career of a serviceman; men who want to obtain a rank and do not serve in the army; and women who decide to get some military competences, but are not going to serve in the future. The results show that all the groups qualitatively and quantitatively differ in the structure of leading values. In groups 1 and 3 internal motivation forms the foundation of professional activity whereas in group 2 it consists of external negative motivation. Achievement need and level of subjective control do not have statistically significant differences. Discussing the findings it is possible to conclude that students who connect their future with the army rely on values of independence and adherence to traditions, and have a conscious internal motivation. Young men who do not joint their future with the army service are guided by values of "achievement" and "power" and try to avoid failures. And women leading by kindness and conformity have got a carefully considered approach to choosing their future professional career.

THE EFFECTS OF DICHOTOMOUS THINKING ON DEPRESSION IN JAPANESE COLLEGE STUDENTS

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Recently, an approach to assessing dysfunctional thinking has emerged that focuses on the form of cognition rather than its content. Many studies demonstrated that cognitive therapy reduced relapses of depression via changes in the style rather than the contents of thinking, reducing absolutist dichotomous thinking. Rumination, which consists of longer chains of repetitive, recycling, negative, and self-focused thinking is also a key cognitive or behavioral feature of dysphoria and major depressive disorder. The first purpose of this study was to explore the effect of dichotomous thinking on depression. We expected that dichotomous thinking will increase depression (Hypothesis 1). It was expected that dichotomous thinking will enhance ruminative thinking (Hypothesis 2). Two-hundreds Japanese college students (Males: 107, Females:93, M age= 20.02 ± 1.42) participated in the study. They were asked to fill out the Dichotomous Thinking Inventory (DTI; Preference for Dichotomy, Dichotomous Belief and Profit-

and-Loss Thinking) (Oshio, 2009), Kessler 6 (Kessler et al. 2002; Furukawa et al., 2003) and the Japanese version of Rumination-Reflection Questionnaire (RRQ)(Trapnell & Campbell,1999; Takano & Tanno, 2008). A structural equation analysis based on maximum likelihood estimation was applied to test the hypothesis. The final model showed that Preference for Dichotomy only enhanced depression by increasing Dichotomous Thinking and Profit-and-Loss Thinking, Dichotomous Belief directly increased depression and Profit-and-Loss Thinking only enhanced depression by increasing rumination. The overall fitness of the final model was of an acceptable level, as indicated by $\chi^2(5) = 8.40, p = .14, GFI = .98, AGFI = .95, RMSEA = .06$. Hypothesis 1 was supported. Dichotomous thinking enhanced depression. Hypothesis 2 was supported. Dichotomous thinking increased rumination. The results suggested that dichotomous thinking increases depression by two pathways.

HOW LONG IS THE DEADLINE? EXPLORING THE ROLE OF DEADLINE FRAMINGS

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Recent research has found that people utilize either a forward or backward planning when setting goals (Park, Lu, & Hedgcock, 2017). According to which planning strategy individuals follow, deadline framings may vary. In the case of the forward planning, individuals will focus more on the present, because they will begin with what needs to be done first. In contrast, the backward planning will encourage individuals to focus more on the future by thinking about what they want to achieve first. Accordingly, we posit that there can be two possible reference points in deadline framings: (1) today which is the present and (2) a day in the future. In addition, the resource slack theory suggests that people perceive that there will be more surplus time in the future compared to the current moment. (i.e., slack; Zauberman & Lynch, 2005). Based on the previous literature on time framing and the resource slack theory, we argue that deadline framings may alter individuals' time perception. Specifically, we propose that people will perceive more (less) time left until the deadline given the future-focused (the present-focused) deadline. We recruited participants from Amazon Mechanical

Turk (N=116, 57 Females, Mean Age=39.88). Participants were randomly assigned to either hypothetical scenario condition (present- vs. future-focused deadline). After then, they responded time slack question asking how much time they feel that they have until the due date (7-point Likert scale, 1=Not at all, 7=Very much). We conducted an independent samples t-test to test our hypothesis. The result revealed that participants in the future-focused condition (M=3.29, SD=1.60) were more likely to perceive that there is more time left until the deadline than those in the present-focused condition (M=2.53, SD=1.46; $t(114)=-2.65$, $p=.009$). The findings suggest that compared to the present-focused deadline, the future-focused deadline led people to perceive more time left until the deadline, perhaps by positioning a temporal reference point in the future. Shifting time perception through deadline framing could be applied to successfully manage our daily plan (e.g. school assignment, travel or project management). More details, limitations, and future directions will be discussed in the poster.

TODDLERS' SLEEP AND FAMILY PROCESSES

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Within a transactional family dynamics model (Schermerhorn & Cummings, 2008), children's adjustment, including sleep behaviors, is conceptualized as influencing and being influenced by multiple subsystems within the larger family system (Bell & Belsky, 2008; Bernier et al., 2013). Based on this conceptual framework, the current study examines reciprocal links between young children's sleep, emotion regulation, parenting stress, marital satisfaction and perceived social support by both parents. Main aim of our study was to contribute to the growing field of knowledge about connections between parenting dimensions and toddlers' sleep, including both parents, and examining the conditions under which parental psychosocial functioning was related to bedtime routines in toddlerhood. 80 Italian intact two-parent families of toddlers aging from 18 to 36 months (48 boys) participated in this study. Parents completed Emotion Regulation Checklist (Shields & Cicchetti, 1997), Parent-Child Sleep Interaction Scale (PSIS, Alfano et al., 2013), Parent-Stress Index-Short Form (PSI-SF; Abidin, 1995), Social

Provisions Scale (SPS, Cutrona & Russell, 1987), Dyadic Adjustment Scale (DAS-4; Sabourin et al., 2005) and ad-hoc semi-structured interview. As expected, the results confirmed that child emotion lability and parenting stress' dimensions were significantly positively correlated with PSIS Total and Sleep Conflict scores. The main results of the hierarchical regression model, performed to evaluate the predictive roles of studied variables on parenting stress level, showed that child emotion lability ($\beta = .28, p < .001$), critical sleep interaction ($\beta = .31, p < .001$), sleep's problems ($\beta = .20, p < .001$) reported by the mothers predicted variance PSI Total of both parents. Furthermore, the findings of the second hierarchical regression model, performed to evaluate the predictive roles of studied variables on child's sleep, showed that maternal parenting stress ($\beta = .55, p < .001$), low perceived social support ($\beta = .40, p < .001$) predicted variance of child's sleep problems. Findings highlight the importance of examining children's sleep within the context of the larger family system.

WHY AND WHEN SPORTS SERVICE EMPLOYEES ENGAGE IN PROACTIVITY VITALITY MANAGEMENT: THE ROLE OF PSYCHOLOGICAL FLEXIBILITY AT WORK

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Recent studies highlight that individuals may proactively manage their physical and mental energy (i.e., vitality) to facilitate work effectiveness. However, why and when employees perform proactivity vitality management has not yet been explored. Based on the proactivity perspective and acceptance and commitment theory, we argue that employees with higher proactive personality might engage in more proactivity vitality management via the increase of psychological flexibility at work. Furthermore, the authors propose that those high in proactive personality tend to have greater psychological flexibility at work and are more likely to activate such psychologically flexible ability to have higher proactivity vitality management in persisting with and their proactive work goals. Using a time-lagged investigation, a total of 248 sport service employees working in 12 public fitness centers (mean age = 31.89 years) completed the assessment of proactive personality at Time 1, psychological flexibility at Time 1, and proactivity

vitality management at Time 2 one month later. Supporting the authors' expectations, the results indicate that proactive personality was positively associated with proactivity vitality management via the mediating process of psychological flexibility at work. Moreover, the mediating process of psychological flexibility at work was stronger when proactive personality was high. The current study contributes to proactivity literature by identifying the antecedent, mechanism, and boundary condition of proactivity vitality management. Specifically, our findings advance the understanding of how and when individual differences in proactive tendency can shape employees' proactivity vitality management. In addition, our research suggests that employees' psychological flexibility can be a key mental ability in mediating the relationship between proactive personality and proactivity vitality management. Our results also provide practical insight into the field of individual proactivity in sports service industry.

CONTROLLABILITY AS A COMPONENT OF OPTIMISTIC ATTRIBUTIONAL STYLE: WHEN IT WORKS AND WHEN IT DOESN'T

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Previous investigations showed that controllability appeared to be a more problematic dimension of attributional style in negative situations than that in positive situations (Ashforth & Fugate, 2006). Controllability of failures showed weak consistency with globality or stability and had low loadings on the negative attributional style factor. We hypothesized that controllability may be either pessimistic or optimistic depending on the specific content of attributed cause. Method. To test this hypothesis, we used content analysis of answers for failure situations in a Russian version of ASQ (Gordeeva, Osin, & Shevyakhova, 2009), which includes 12 hypothetical situations, seven of them are failures. Each participant wrote supposed cause for every situation and rated it on three parameters: stability, globality, and controllability. The sample comprised 603 students of two Moscow universities (mean age 24.55, 52% females). Two experts classified participants' answers into nine categories formulated after a preliminary analysis of the data. Cohen's kappa was .87, indicating high reliability of coding. To find out how the association between controllability and generality (a sum of stability and globality) depends on the

content of causes, we used moderation analysis with frequencies of every category as moderators. Results. The results of moderation analysis demonstrated that controllability only showed a statistically significant positive correlation with generality (indication of pessimism) when the content of attributions didn't include negatively evaluated internal causes (e.g., "I am incompetent"). When the attributions involved own negative traits, the correlation coefficient became negative ($p = 0.018$ for the moderation effect). A similar moderation effect showed that positive correlation of controllability and generality became stronger in cases where attributions did not include non-judgmental internal causes (e.g., "My idea was unsuitable", $p = 0.044$). Other categories of attributions didn't influence the size of correlation between controllability and generality. Conclusions. Controllability of failures may have different meaning (optimistic or pessimistic), depending on the types of attributions people use. Optimistic attributional style in negative situations involves low controllability of external causes and high controllability of internal causes.

STUDY OF STUDENTS MOTIVATION AND VALUES ORIENTATION

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Investigation of the motivation and hierarchy of students values is important because they are at the beginning one of the most decisive process in a person's life – professional becoming. The purpose of the study is to evaluate the structure of the leading motivations and values of modern students who receive education in technical specialties. Participants were 113 students (99 males, mean age 19), majored in "Industrial electronics". Motivation was measured by test of motives of the educational activities of A. A. Rean and V.A. Yakunin, The Academic Motivation Scale, test of values R. Inglehart and values survey module G. Hofstede. Also used tests of self-organization activities E.YU. Mandrikovoy and for studying professional identity of L. B. Schneider, and Balanced Measure of Psychological Needs (K. Sheldon and D. Hilpert). Factor analysis revealed 5 factors that explained 71.9% of the total variance. First factor included combined internal and external motivation, "traditional values", "self-expression values". Second included combined

internal and external motivation, "goal-setting" and "self-indulgence". Third had "collectivism" and "masculinity". Fourth included combined cognitive motivation and motivation of achievement, self-development, self-esteem and "planning". The fifth is "short-term orientation" and "collectivism". Results show that respondents tend to live for today, they respect traditional values, but show a preference for their own interests, which are above the interests of the group. Correlation analysis shows that achievement motivation is associated with several of the personal characteristics of students. For example, achievement motivation and self-determination ($r = 0.315$; $p = 0.001$); achievement motivation and need for competence ($r = 0.3567$; $p = 0.0$). This suggests that in young people the need for achievements arises from the desire to be truly professional in their field, about the focus on long-term results. Acknowledgements: The study was funded Russian Foundation for Basic Research, project №18-013-00781

FIVE OR MORE: EXPLORING PERSONALITY STRUCTURE IN SOUTH AFRICA

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The universality of the Five-Factor Model (FFM) of personality and the NEO-PI-R as an operationalization of the FFM has been well established in the literature. However research from African and Asian countries suggests that the FFM does not adequately describe

personality in these contexts. It has been argued that the collectivist dimension in particular is not captured in the FFM. This study presents results from the South African context using both literature review as well as empirical evidence based on data collected in the Gauteng and

Eastern Cape regions of the country on student and community samples. The results speak to the universal expression of some personality factors and facets like Neuroticism and Conscientiousness but also indicate the possibility for culturally specific expressions of

other factors like Agreeableness. The expression of Openness to Experience in this context is discussed. These findings are discussed within the continued debates on the universal applicability of the FFM.

IS PARTICIPATION TO NA DUTY? JAPANESE SYSTEM OF LOCAL AUTONOMY AND ITS PROBLEMS

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Japanese neighborhood associations (NAs) were developed and maintain as local powerful group. In war age, the national government use those well organized NAs as effective groups to help the war situation. So, after Japanese surrendered, the United Nations prohibited NAs for 5 years. When the prohibition time was over, NAs were immediately revived. Japanese people believed NAs were necessary to control local condition. A typical NA consists of 100~150 households. A leader is chosen in discussion. One household has one voting right of the annual general meeting. They have a special ranges and these ranges are never overlapped. So, residents cannot chose NAs to join in. They can register just only one NA. NA's actions are based on reliable relation among neighborhood. Therefore, NA always offer some opportunities to meet neighbors, like as neighborhood festival, and sports events. NAs treat public action requested by municipal governments, and try to control their local environment. (This is the reason why Japan is clean country.) Most of NA have a kind of semi-public character, but they don't have

group status like as "NPO", based on laws. Such ambiguous NA position now makes friction with local people. Is participation in NA attraction duty? Many people (especially in urban area) do not want register / participate to their NA. The participant observation has been conducting from 2006, over 50 NAs were accept my investigation and offer their information. NAs still work for local people: from baby to old people. However, working people cannot attend NA works. Also, single young/aged people are increasing. The programs of NAs are not fit to them. Some participant reported that only semifixed executive staffs conducting rigidly. From another view, municipal governments are tend to request too many roles for NAs. Actually, many posts are installed to realize governmental policies. This is one big reason NAs are hated. People do not want such volunteer works. If NAs and their culture are maintained, that may productive for our local autonomy. How to solve the problems? How NAs can be changed? These are the key to protect out NA culture.

APPEARANCE AS A TRIGGER FOR LOOKISM

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Any interaction includes an assessment of the appearance of Another. In the modern world of media create a steady stereotype of "beautiful-successful." On the one hand, it creates an interest in the appearance, it implies perfectionism and dissatisfaction with appearance, on the other hand triggers such kind of discrimination as Lookism. Lookism – is discrimination someone because of her/his appearance, and can manifest itself in various forms: from negative (bullying, shaming) to positive (more beautiful people can get additional benefits in connection with the assessment of their appearance). In our study, we consider the negative forms of lookism, namely the manifestation of verbal bullying and cyber-bullying associated with the appearance. We have considered the free descriptions of people

who have faced verbal manifestations of Lookism in real life or in cyberspace. It should be noted that almost 100% of respondents once becoming a victim of bullying associated with the appearance, irrespective of age and the attractiveness of appearance ratings. In our study, we consider exactly which parts of the body, the features of the external appearance are most often subjected to naming. We also studied discriminatory jokes on social networks that indicate different features of appearance. It can be said that one of the main triggers of bullying is the weight of a person, this can be explained by the fact that this characteristic of the external appearance is most easily identified. This study is conducted in the frameworks of research project № 171801260 supported by Russian Science Foundation.

COMPARATIVE STUDY ON PSYCHOLOGICAL PROGRESS IN DIFFERENT FAREWELL OF LOST OBJECTS (FROM COMPARISON OF PETS AND LOVERS)

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Fujimori (1997) pointed out that the period of staying at each stage model of grief by farewell and the order of passing stages will be different by the object to be lost or the situation in the stage model of grief by farewell approximately. As pet loss, departure from young people's romance and etc have become social phenomena in recent years, it seems that the way of recovery is different by each type of farewell. In this study, we aimed to compare psychological responses to different loss situations, focusing on pet losses and loss of lover which everyone could have experience. Human research subjects were two persons that one has experienced parting with a pet and the other has experienced parting with a lover. And, both of them were men in their twenties. They were interviewed and contents change into verbatim word. Analysis used the grounded theory approach. Psychological reactions common to the two kinds of farewell were the following five those

were "surprise against sudden farewell without signs", "feeling of loss due to farewell of loneliness", "looking back on the process from encounter to farewell", "Relax depression by consulting with others", "preparedness for farewell anticipation ". Partings with a pet were clear to be in a state of parent-child relationship of "taking care of the role of life by care". It was thought that maintaining this relationship was linked to "I want to convey the cute love of a pet to others" or "change that gentle to animals". Meanwhile, in partings with a lover, there was a change in the relationship that the lover returned to the other person in "days to seek reason not to know farewell". Ambiguous reasons for farewell can be suggested as being an important key for "to live a life unchanged" even if it remains "not recovering". References: Fujimori, K. (1997). Assistance for mental health and recovery of disaster victims. Matsui, Y. (Edit), Psychology of grief. Science Corporation

A STUDY ON THE EATING DISORDERS: FOCUSING ON EATING BEHAVIOR

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Eating disorders are a pathological states of extreme eating behaviors that ignore the biological desire (Kiriike, 2005) and, they involve eating behavior problems. They have been studied from the viewpoint of the parent-child relationship and the desire for thinness (Baba,2013). New findings, however, elucidate the course of eating disorders from the perspective of eating behavior. This study aims to clarify the details of eating behavior in eating disorders, considering the detailed process of the change. Seven women (teenagers to woman in their forties) with a history of diagnosis of eating disorder (anorexia nervosa) participated in this study. Participants were confirmed to be in a state of remission. First, I provided adequate explanation for research, and then conducted an interview after agreement was obtained. All interview contents were transcribed. This interview data was analyzed using the grounded-theory approach (Saiki, 2013), which emphasizes the verifiability of data and generates new theory. The analysis generated 13 categories. Based on these generated categories, the process of

change from the state of refusing eating behavior is shown in the model diagram. Eating disorders involved conflicts of a "Sense of crisis against the eating" and a "Sense of fear against the physical condition." The conflict process was managed by "justifying the reason for eating." As a result, it gradually became possible to eat various things. Depending on the patients, conflict resolutions are different; some participants began general eating behavior while others began eating behavior with avoiding animal food. For remission of eating disorders, the process of convincing oneself is important. When following that process by "justifying the reason for eating," it gradually becomes possible to eat various foods. Reference: Kiriike Nobuo(2009). Eating disorders – I do not eat it, I can not eat it, I can not stop eating it- 2nd edition , Igakusyoin, p5 Saiki Kureiguhiru Syoko(2013). Qualitative research method Seminar 2nd edition: Learning the grounded theory approach, Igakusyoin Baba Kenichi(2013). Recent treatments for eating disorders, Chapter1, Kongousyuppan, pp10-25

GENDER DIFFERENCES IN THE EXPERIENCE OF EMOTIONS THAT ACCOMPANY HAPPINESS

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Japan is regarded as a country with lower levels of happiness compared with foreign countries. Also, it is said that men are less likely to experience happiness than women (Koyasu, 2012). Happiness is accompanied by positive emotions, but those emotions are diverse. For Japanese people, gender differences in the experience of emotions are expected. The aim of this study is to examine the differences between men and women with regard to their experience of other emotions that accompany happiness. In this study, we conducted an internet survey of 82 participants, including undergraduate students and working adults, between 20 and 50 years of age. First, the participants were asked "What kind of emotions do you feel with happiness?" Next, they were asked about other emotions they experienced when in a happy state. Using OECD guidelines on measuring subjective well-being, the participants were asked about 15 emotions: joy, calm, loneliness, sadness, happiness, feeling good, pleasure, melancholy, satisfaction, boredom, tiredness, fun, enthusiasm, infatuation, and anger. Responses for each item was scored

on a 5-point scale ranging from "True" to "Not applicable at all." A t-test was conducted to examine difference between men and women, and significant differences were observed for calm ($t [70.49]=3.16, P <.01$), loneliness ($t [80]=2.65, P <.05$), and pleasure ($t [80]=2.18, P <.05$). The results indicate that women are more likely to feel "calm" when they are happy, and men are more likely to feel more "pleasure" than women. It was also shown that in the happy state, men are more likely to feel more "loneliness" than women. Happiness for women may involve gaining a sense of stability and maintaining one's emotions, and happiness for men may involve experiencing pleasant feelings as a result of satisfied desires. After examining sex roles and the sociocultural factors that affect men and women, it is clear that more research on the emotions that accompany happiness caused by gender differences is necessary. reference Koyasu,M 2012 A cross-national study on happiness :Data from thirteen countries. Japanese Psychological Review, Vol. 55, No. 1, 70-89.

ONLINE TRANSDIAGNOSTIC TREATMENT FOR EMOTIONAL DISORDERS

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Anxiety is highly prevalent and often accompanied by comorbid depression disorder in Mexico population. Internet-based interventions have shown to be one effective treatment modality. Transdiagnostic internet-based interventions might be promising to overcome comorbidities. This study aims to evaluate the efficacy of an online transdiagnostic treatment for emotional disorders. 18 participants who requested the psychological assistance service to the Psychological Support Center will be randomly assigned to two 8-week online interventions: a) experimental group, following the guidelines proposed by the transdiagnostic unified Protocol (PU) (Barlow et al., 2010), and b)

control group under cognitive behavioral treatment (traditional intervention). In both groups statistically significant differences were found in depression ($z = 0.35$, $p = 0.05$, $d = -1.89$), anxiety ($z = 0.38$, $p = 0.05$, $d = -2.07$) and emotional dysregulation ($z = 0.00$, $p = 0.05$, $d = -2.11$) levels. And also in TCC condition: BDI ($z = 0.35$, $p = 0.05$, $d = -2.10$), BAI ($z = 0.15$, $p = 0.05$, $d = -2.43$) and DERS ($z = 0.008$, $p = 0.05$, $d = -2.66$). There were differences between groups obtaining in the BDI ($U = 39.5$, $p = 0.05$), in the BAI ($U = 25.3$, $p = 0.05$) and in the DERS ($U = 22.1$, $p = 0.01$). The present study will provide evidence on the efficacy of online transdiagnostic treatment protocol for emotional disorders.

IN-GROUP MEMBERSHIP PROMOTES TRUST TOWARD INTELLIGENT SYSTEM ACROSS DIFFERENT RELIABILITY LEVELS AND ANTHROPOMORPHIC FEATURES

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Past studies have found that the in-group membership of an intelligent system can lead to more positive user experience toward the system. In this study, we explored whether such a factor can improve users' trust in intelligent decision support tools and whether such an effect depends on system reliability and anthropomorphic features. We manipulated reliability levels (95%, 70%, 45%) in study 1 and anthropomorphic features (avatar, computer) in study 2. The minimum group paradigm was adopted to control the membership of the

intelligent system, and we measured trust by using both subjective rating and compliant behaviors toward system recommendations. The results showed that the intelligent system with an in-group membership resulted in higher trust as compared to the system with an out-group membership. The strength of these effects held constant across different reliability levels and anthropomorphic features. We discussed such findings in light of group identity theory and human-robot trust literature.

EMPATHY AFFECTS A WAY OF USING PRAISE

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This study investigated the relationship between empathy and output skill of praise. One hundred twelve participants were asked to write as many praise words as possible in five minutes. They classified those words into four type; person praise (talent and ability), process praise (effort), result praise (achievement), and other praise. Participants were asked to rate 10 empathy items from Japanese version of a short form of

the Profile of Emotional Competence (Nozaki and Koyasu, 2015). The correlation coefficient between number of praise words for each classification and the average value of empathy was calculated. Results showed that a positive correlation between process praise words and empathy, and a negative correlation between person praise words and empathy.

TRAUMA AND RESILIENCE IN INCARCERATED WOMEN

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Exposure to highly stressful events is a widespread experience for adults and children, men and women in any cultural context. Several studies have identified personal, school, family, health and substance use variables that distinguish women in jail from their peers without conflict, such as a high incidence of violent events, sexual abuse, domestic violence, absence of family support and in general negative conditions in their family and social context. The present study aimed to know the presence of symptoms of post-traumatic stress disorder, as well as indicators of resilience in incarcerated women. 94 women participated in a Social Readaptation Center, between 20 and 65 years of age ($M = 33.5$, $SD = 10.5$), who answered voluntarily in group mode, 2 self-report

instruments: checklist for the disorder by post-traumatic stress-DSM-V and Mexican resilience scale. 80% of women have witnessed or experienced at least one traumatic event and 27.7% showed indicators of post-traumatic stress. The evaluation on resilient factors reports that 45% perceive strength and self-confidence, 19% social competence, 13% social support, 12% family support and 11% structure. There is a moderate and significant negative correlation between the resilience and post-traumatic stress symptomatology ($r = -0.417$, $p < 0.05$). Based on these findings, it is suggested that the relationship between the experience of traumatic events and posttraumatic symptomatology could be mediated by the resilience protection factor.

ATTITUDES TOWARDS ONLINE PSYCHOLOGICAL COUNSELING IN PERSONS WITH DISORDERS AND MENTAL ILLNESS

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A specialist in online psychological help establishes a relationship with a person experiencing problems or suffering from mental disorders through various forms of internet communication. Online help can assume the form of a short intervention, consultation, psychoeducation or psychotherapy. One's attitude towards online psychological help is considered to be a "relatively permanent tendency to positively or negatively evaluate this help, regardless of whether this attitude is expressed in the form of beliefs, feelings or behavioral tendencies" (Chęć et al., 2016). The aim of this study was to determine attitudes towards online psychological help circulating among persons suffering from various mental disorders, with the following research hypotheses: H1/H2: There are differences in attitudes towards online psychological help between patients with different psychiatric diagnoses/ between mentally ill patients and patients with mental disorders. H3: Patients with previous experience in using online psychological counseling perceive this kind of help in a more positive way. H4: Not using online help stems from perceived greater effectiveness of traditional forms of psychological help. So far, the study

sample has comprised 200 patients recruited at the Department and Clinic of Psychiatry of the Pomeranian Medical University in Szczecin (the study will end in June 2019 and the target sample will consist of 400 patients). Research tools included a self-constructed Attitude Scale for Online Psychological Assistance – 2 and a socio-demographic Patient Survey. Our results suggest that there are no differences in attitudes towards online psychological help between patients with different psychiatric diagnoses ($p > .05$), but patients with mental illness have a more positive attitude than patients with disorders, but only when communication is by e-mail ($t = 2.0738$; $p < .039$). Patients with experience in using online help have a more positive attitude only to help with crisis intervention ($t = -2.513$; $p = .013$). The majority of patients did not use online psychological help because they did not know it (34.4%) or preferred personal contact with a specialist (31.7%). Thanks to the above analyses and interpretation of results, it will be possible to determine attitudes and indicate reasons both for and against using online psychological help in persons with various mental disorders.

MOBILE APPLICATION FOR TRAINING IN CLINICAL SKILLS IN ONLINE PSYCHOLOGY STUDENTS

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Online Psychology students need a professional training that provides them skills and efficiency for dealing with emotional health problems. One of the most challenging and crucial skills that trainers should teach to new therapists is to establish a functional therapeutic relationship with patients. Some authors suggest that a "therapeutic presence" is a predictor of an effective therapeutic relationship (McDonough-Means, Kreitzer, & Bell, 2004). Mindfulness is a meditation practice that involves bringing the practitioner's awareness completely to the present moment without judging or evaluating that experience (Kabat-Zinn, 1990). In recent years, numerous therapists have been exploring the theoretical and practical connections between mindfulness and the therapeutic relationship (Hick & Bien, 2008), including applications in family therapy (Gehart & McCollum, 2008; Lysack, 2008), Acceptance and Commitment and cognitive-behavioral approach (Wilson & Sandoz, 2008). In this sense, the main purpose of this research was the design, development and evaluation of a mobile application for the training of clinical

competences (emotional and cognitive empathy, psychological well-being and sense of presence) based on mindfulness techniques. The training program of the app has a five months extension and is grounded in a professional skills model. A pilot study was carried out with 10 undergraduate online psychology students of the last year. The results of the cognitive therapy scale (ETC), by Beck and Young (1980), showed that the participants improved their clinic skills after they accomplish the training program. Likewise, the results of the non-parametric test of Wilcoxon showed differences between the evaluation before and after the training program ($z = 2,20$; $p = , 027$). Regarding the satisfaction with the training program, the students considered that it is an innovative training scenario for the development of their clinical skills. Thus, it is pertinent to propose a promising alternative to the lack of professional practice scenarios and, in this way, to get students involved in real scenarios linked to their interests or to the curricular structure itself. In this sense, new perspectives of research and technological development are opened for practical teaching.

VALIDATION OF A RUBRIC TO EVALUATE OPEN EDUCATIONAL RESOURCES FOR LEARNING

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Although in the literature you can find assessment tools on Learning Objects (OA) or Open Educational Resources (OER), the notion of Units of Support for Learning (UAPA) involves the use of web elements such as audio, video, images, text and an explicit instructional design. However, there is no instrument to evaluate the relevance of these units. Therefore, it is pertinent to create an instrument that allows to account for the level of development of these objects in their context as a challenge in the design of evaluation strategies and techniques that cover the demands of these new learning environments (Quintana & Gil, 2015). The present work

accounts for the process of validity of a rubric with 41 criteria, each with three levels of performance, developed from a documentary search on relevant aspects to include in a learning object. We contacted 6 expert judges who chose for each criterion if it was useful, useful but not essential or not necessary, based on this, the Content Validity Reason (CVR) was calculated, obtaining 32 validated criteria. Among some conclusions it can be mentioned that there seems to be a difference between what international literature dictates and what judges considered as relevant in some criteria.

SEQUENTIALLY INCREASING OR DECREASING TRENDS AND RELATIVE VALUE JUDGMENTS AMONG DIFFERENT CULTURES

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The present study examined the influences of sequentially increasing or decreasing data on relative value judgments among different cultures. In the study (N = 444), one of two tables was presented to participants. One table showed a monthly sequence of barley prices increasing, while another table showed the prices decreasing, with both tables meeting at the same value in the final month. The participants were asked to evaluate this value for either an increasing or decreasing table on a 9 point scale. Finally, the participants were asked to answer their knowledge and interest in the actual average price of barley, and the influences of the average price on their daily life. An ANCOVA was performed on Sequential data (2; Increasing vs. Decreasing) as independent variable and Knowledge of the product's price, Interest in the product's price, and Influences of the product's price on the daily life as covariates in Poland vs. Japan. There were no significant effects with

Knowledge of the product's price or Interest in the product's price as covariates both Poland and Japan. On the other hand, a significant effect was found with Influences of the product's price on the daily life as a covariate. For Japanese people, there was no significant effect of Influences of the product's price on the daily life. On the other hand, for Polish people, the same price was evaluated as more expensive under the increasing condition compared to the decreasing condition with Influences of product's price on the daily life as a covariate ($F(1, 199) 132.39, p < .001$). The results revealed that there were different inter-mediated effects of the product's price on people's daily life between cultures. This indicated that there are different judgmental processes for the product's price in the sequentially increasing or decreasing trends among different cultures. Future studies will be necessary to elaborate the factors that underlie the different judgmental processes.

PERCEIVING COLLINEAR, PARALLEL, AND PERPENDICULAR CONTOURS

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The human visual system processes contours in a retinal image efficiently if they form a regular configuration. It was shown that the orientation threshold, measured with a perpendicular junction and with a pair of parallel contours, is lower than an orientation threshold measured with a single contour or a junction of a non-perpendicular angle (Koshmanova & Sawada, 2019). Note that these perpendicular and parallel configurations only depend on the orientations of the contours forming the configurations. But, also note that, a collinear configuration of two contours also depends on the positions of the contours, and that this additional factor can affect our perception. In this study, we used a psychophysical method to test the perception of a collinear configuration of contours and compared it with the perception of perpendicular and parallel configurations of contours. The perception of these configurations was characterized with the orientation threshold of a single contour that was measured with a

modified Method of Constant Stimuli (Koshmanova & Sawada, 2019). Here, a lower threshold for a particular configuration suggests that this configuration can be processed more precisely and accurately than the others. These thresholds were measured with 3 levels of eccentricity of the contours forming the configurations. Three participants, including both authors, were tested. We found that the threshold measured with a collinear pair of contours was lower than the threshold measured with a perpendicular configuration ($F(2,16) = 4.438$, $p = 0.029$). No statistically significant difference among the thresholds was observed between the conditions with the collinear and the parallel configurations, or between the conditions with the perpendicular and the parallel configurations ($p > 0.05$). This result suggests that the visual system is as sensitive to collinear contours in a retinal image as it is to parallel contours in a retinal image.

MIND-WANDERING DURING INCUBATION IMPROVES FLEXIBILITY IN CREATIVE PROBLEM-SOLVING WHEN NEGATIVE AFFECT IS GENERATED

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Previous research suggests that engaging in undemanding tasks during an incubation period produces more mind-wandering and facilitates more creative problem solving than engaging in demanding tasks or simply resting. However, the aspects of creativity that mind-wandering can improve have not been completely examined. Moreover, previous research showed a possibility that the more mind-wandering was generated, the more negative affect increased. Therefore, in the current study, we examined which aspects of creativity are improved by mind-wandering during incubation and whether it induces negative affect. First, we asked 54 undergraduate students to complete a working memory task. Second, they engaged in creative problem solving using the Unusual Uses Test (UUT) both before and after the incubation period. During the incubation period, we assigned participants to three conditions: sitting, Sudoku, and no incubation condition to manipulate the frequency of mind-wandering. In the sitting condition, participants simply sat in a chair, perhaps engaging in mind-

wandering. In the Sudoku condition, they engaged Sudoku, with likely less or no mind-wandering. Participants who were in the no incubation period continued to think about the UUT. Immediately after the incubation period, they were asked to rate their levels of mind-wandering during incubation and their current emotional state. ANCOVA showed that there were no significant differences regarding improvement of creativity between the incubation conditions. However, additional analysis showed that regardless of incubation conditions, when we controlled the participants' working memory capacity, the participants who reported higher levels of mind-wandering during incubation exhibited higher flexibility in UUT than those reporting lower levels of mind-wandering. The more the flexibility improved, the more negative affect was generated. In further research, we will examine what kind of mind-wandering can improve creative problem solving without generating negative affect.

TRANSFERRING THE FULL RANGE OF LEADERSHIP MODEL INTO THE DIGITAL AGE

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Numerous laboratory and field studies demonstrate the differential effects of leadership behavior as defined in Bass and Avolio's (1991) Full Range of Leadership Model. Studies report predominantly positive effects of transformational leadership on motivation, effort, and performance in face-to-face interactions. Inconsistent findings are reported with regard to the effects of transformational and transactional leadership in computer-mediated work processes. This field study examines the effect of digitally transmitted transformational and transactional leadership on attitudes towards leaders and work engagement. For this purpose, validated video vignettes which show leaders with either a transformational or transactional (management-by-exception or contingent reward) leadership behavior, who hold a pre-written annual speech were used. A sample of 131 participants with and without professional experience from various economic sectors

participated in an online study. The short version of Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003) was used to assess work engagement. Self-generated items were used to determine attitude towards the leader. Results suggest that transformational leadership has a significantly more positive influence on the attitude towards the leader compared to both dimensions of transactional leadership ($p < .01$). Contrary to our hypothesis, contingent reward revealed significantly lower values with regard to work engagement ($p \leq .001$), while there was no significant difference between the transformational and management-by-exception leadership conditions. Mediation analysis for categorical predictors indicate that work engagement is mediated by attitude toward the leader. Results imply that differences in leadership behavior reflect in the employees' behavior not only in face-to-face but also in digital work contexts.

INDIVIDUAL RESPONSE TO STRESSORS AND EFFICIENCY IN PROJECT ACTIVITIES

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After analyzing the results of the study of the specifics of the project activity as one of the methods for developing human resources, we address the problem of implementing a graded approach to its organization based on the personalities of subjects. We justify the relevance of assessing subjects' individual response to stressors at different stages of the project activity to increase its efficiency. As an example of such activities, we look at the project activity of students in the framework of a learning process as they are mastering professional competencies. We assessed individual response of subjects to stressors based on the specific dynamics of activation of cerebral hemispheres. The study involved 56 students attending graduate courses and majoring in various fields. To perform diagnosis of hemispheric activation, we used Aktivatsiometr ATs-9K, a device for comprehensive psychophysiological diagnosis designed by Yu.A. Tsagarelli. This hardware and

software complex consists of a device for diagnosing activation of cerebral hemispheres based on the galvanic skin response and PC software for automatic data processing. The study calculated individual-typological activation indicators (13 measurements in a familiar setting) and activity-situational activation indicators (7 single measurements at different stages of the project activity). The stress response was diagnosed if the activity-situational indicators of activation of cerebral hemispheres exceeded individual-typological activation indicators by more than 1.5 times. The results of the empirical study show different types of individual responses to stressors at different stages of the project activity. The analysis of the profiles of individual responses to stressors allowed us to differentiate subjects into groups, and also identify subgroups of students with the maximum resources for each stage of activity.

THE RELATIONSHIP BETWEEN VALUES AND AMBIVALENT SEXIST ATTITUDES IN TURKISH UNIVERSITY STUDENTS

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The Ambivalent Sexism Theory proposes there are ambivalent beliefs toward both men and women (Glick & Fiske, 2001). The ambivalence sexism toward women has two forms: hostile sexism (HS) and benevolent sexism (BS). HS includes negative stereotypes and prejudices toward women while BS represents the perception of women as weak and naive women; therefore sees them in need of protection. The ambivalence sexism toward men also includes two dimensions: Hostility toward Men (HM) and Benevolence toward Men (BM). These dimensions show the similar conflicting attitudes may arise towards men by women. In this study, it is suggested that sexist attitudes towards genders may be closely related to values which are certain beliefs and goals guide individuals. The aim of this study is to examine the relationship between sexism orientations and individuals' values within the framework of Schwartz's values theory. It was predicted that some value dimensions such as universalism, conformity, tradition, and power would be strongly related to all forms of sexism. The study was conducted with 255 university students in Turkey. The 40-item version of the Portrait Values Questionnaire, the Ambivalent Sexism Inventory

and The Ambivalence Toward Men Inventory were used as the measurement tools to examine relationships between variables. The findings confirmed a positive, meaningful and strong relationship was found between conformity, tradition, power values and ambivalent sexism forms (HS, BS, HM, BM). The positive relationship between conformity, tradition and HM was one of the unexpected findings of the study. In addition, contrary to expectations, no significant relationship was found between universalism value and HS and HM. The strong and positive relationship between tradition, power, conformity and sexist beliefs was discussed within the framework of the system justification theory. The fact that universalism does not have a meaningful relationship with sexism dimensions has been interpreted as a general tolerance towards people which leads evaluating people positively regardless of their gender. The results were discussed in accordance with socio-political environment which could affect the sexist attitudes. It should be noted, the 70% of the research sample was composed of women. Such limitation's possible impact to the results was discussed.

THE FRAMING OF SOCIAL COMPARISONS: DRIVING UPWARD AND DOWNWARD DIRECTIONS IN RISKY DECISION MAKING

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The present study investigated the influence of social comparisons and framing effect on risky decision making. Prospect theory has successfully addressed several deviations of risky decision-making with framing effects to have been largely discussed in literature (Steiger & Kuhberger, 2018). Previous research has suggested that decision making under uncertainty is sensitive to social reference points, yet few evidences exist regarding the combined effect of framing and social comparisons (Mishra, Barclay & Lalumiere, 2014). The aim of the current study was to investigate the role of attribute framing in relative performance feedback with upward social comparisons expected to lead to a greater risk-seeking behavior compared to downward social comparisons. Differences on risky decision making were also examined between high and low performance rankings, gain and loss trials, and different expected values between the decision probable outcomes. The sample consisted of 113 undergraduate students (60 females). A cross-sectional 2x2x2x3 mixed factorial experimental design was adopted. Purported relative performance feedback was given to participants in relation to the Cognitive Reflection Test. Feedback was presented in short

vignettes in the form of upward-framed and downward-framed social comparisons in respect to high-ranking and low-ranking positions. Participants completed a Two-Outcomes Risky Decision-Making Task that included manipulation of expected values among probable outcomes within trials of gains and trials of losses. A four-way mixed analysis of variance was performed. Between-subjects analysis revealed that upward-framed social comparisons lead to increased risk-seeking compared to downward-framed social comparisons ($p = .022$). Different performance rankings did not have a significant effect on risky decision making. Within-subjects analysis showed that risk-seeking was greater in gain trials compared to loss trials ($p < .001$), with participants to be sensitive to changes in expected values of the outcomes ($p < .001$). Risky decision-making is sensitive to relative performance feedback, but only through framing of social comparisons and not across different performance distributions. The findings imply that cues of inferiority lead to more extreme responses in decision-making, and provide complimentary evidence suggesting that relative social reference points could explain risk-taking behavior.

ARE ATTRACTIVE FACES CAPTURING ATTENTION? EXAMINING THE COGNITIVE SCIENCE OF HUMAN MATING

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Attractive faces capture attention, but characteristics of the individual's value as a partner, captures attention even more. Evolutionary social cognitive theories investigate romantic relationship retention strategies from potential rivals, by examining lower-order cognitive processes (Maner, Miller, Rouby & Gailliot, 2009; Maner & Ackerman, 2015). The aim of this study, was to examine the effect of Mate Value (high/low; how attractive an individual is considered by a potential partner) on reaction times towards attractive and average attractive same-sex target photographs. Individuals in the High MV condition were expected to have faster reaction times compared to low MV individuals in attractive same-sex targets. Moreover, females would engage in slower reaction times compared to males towards attractive targets. The study followed a 2x2x2 mixed-subjects design by recruiting 128 undergraduate college students. Attention allocation was tracked by measuring the reaction time (ms) of each participant, through a visual dot-probe procedure, for targets selected from the Chicago Face Database. A three-way mixed ANOVA (MV x gender x attractiveness) revealed a significant main effect

of MV was found ($p = .006$), indicating that MV manipulations could affect the reactions of participants against potential rivals despite attractiveness of targets and gender. Moreover, a second three-way ANOVA was conducted (MV-perceived x MV-manipulated x attractiveness) revealing a significant three-way interaction ($p = .034$), showing that in congruent conditions (low perceived/ low manipulated MV) individuals had significantly slower reaction times compared to incongruent conditions (low perceived/ high manipulated MV) in the high attractive faces ($p = .008$). The relation of narcissism and self-esteem was explored as well. This study added to the existing literature of mating, as an innovative priming condition, that of MV, was found to affect attentional biases. Moreover, it strengthened the "attractiveness" assumption, suggesting that individuals engage in automatic cognitive low-order processes when encountering attractive others, who are perceived as rivals. Finally, the examination of a manipulated MV combined with congruency or incongruency of the perceived MV could explain reaction time differences, especially in attractive same-sex target photographs.

WHO WILL ACTIVATE GENDER STEREOTYPES BIAS?

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Historically, men and women have occupied different societal roles. As societies have evolved, stereotypes and social roles attached to men and women, have also changed. The Associative and Propositional Evaluation (APE) suggests that different types of automatic associations (stereotype) require a relative fit between a preexisting structure of association in memory and a specific set of external input stimuli. Thus, depending on the context, a stereotype associated with certain attributes in memory may be activated or not. Indeed, recent findings have shown that the level of GS varies when participants are exposed to different types of sexism (benevolent/ hostile). Nonetheless, GS level could also be sensitive to gender presentation within a priming itself. The aim of the current experiment was to examine the influence of different contexts on the level of implicit attitudes regarding gender roles. One hundred and ninety-nine participants (N=199) were randomly assigned into eight priming conditions. The priming depended on the interaction between the types of sexism (benevolent/ hostile), gender presentation (female/ male) and congruency/ incongruency of

gender. Gender stereotype level was measured by the implicit association test (IAT) which assessed attributes related to warmth and competence. Results showed that gender presentation within priming did not affect the level of GS except when congruent context was combined with hostile sexism in which males showed greater GS bias compared to females ($p = .072$). Surprisingly, across all priming conditions, women's implicit GS increased compared to men's ($p = .037$). Finally, hostile sexism provoked a quicker response of participants compared to those exposed to benevolent sexism which indicates a greater GS bias ($p = .026$). GS activation in males can originate from an in-group confrontation instead of gender comparison with out-group. This tendency shows that acquiring warmth attribute can be perceived as downgrading among males. Interestingly, women expressed a greater GS bias which may reflect their need for improvement in both attributes, while not wanting men to improve on attributes stereotypically related with female role. Future research should examine the reliability of these attributes in order to support their representativeness of gender roles.

DOES IMPULSIVITY INFLUENCE CRIMINAL BEHAVIOR? A STUDY WITH SUBJECTS IN TREATMENT FOR SUBSTANCE USE DISORDER

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Impulsivity is related with adverse outcomes such as substance use disorder (SUD) (Verdejo-García, Bechara, Recknor, & Perez-García, 2006) and criminal behaviour (Leverso, Bielby, & Hoelter, 2015). However, the factors underlying this relationship are not clearly understood and impulsivity has rarely been examined among incarcerated adults. The fact that the SUD is very frequent in prison inmates makes it difficult to know whether impulsivity is directly related to the probability of entering the prison or instead it is frequent in this population because it is associated with the use of drugs. The objective of this work is to study whether there are differences of impulsivity between two groups of patients with SUD in treatment, one consisting of inmates of a prison (N=27) and the other belonging to therapeutic communities (N=30). To conduct the study, each participant completed a self-report measure of impulsivity, the Impulsive Behaviour Scale (UPPS-P) and a behavioural impulsivity task, the Delay-Discounting Task (DDT). The results of the present research show

significant differences in all levels of impulsivity which are greater in the group of internal subjects than in those belonging to therapeutic communities. UPPS-P: Lack of Premeditation ($t(55)=6.40$, $p<.001$); Lack of Perseverance ($t(55)=2.84$, $p<.003$); Positive Urgency ($t(55)=4.34$, $p<.001$); Negative Urgency ($t(55)=12.33$, $p<.001$); Sensation Seeking ($t(55)=3.15$, $p<.003$). DDT ($t(55)=4.38$, $p<.001$). Our study establishes a link between impulsivity and the likelihood of being in prison in patients with SUD, which emphasizes the importance of impulsivity in criminal behaviour. It could be interesting to study the effects of a treatment of impulsivity on the probability of future criminal behaviour of inmates. Acknowledgment: This study was supported by the "Longitudinal study about the effect of treatment on executive function recovery in patients with cocaine and alcohol dependence: implications on treatment outcomes" funded by the Delegación del Gobierno para el Plan Nacional sobre Drogas (Spain) (grant number Q7150008F-2016/034).

THE MEDIATOR ROLE OF ATTACHMENT BETWEEN DATING VIOLENCE AND RISK FOR SUICIDE

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Gender violence is a global health problem, could be occur in the first relationships of courtship. Dating Violence (DV) occurs between adolescent and young couples (13-25 years old) who do not cohabit, have no children in common or have no judicial ties. It appears in new technologies in the form of harassment, humiliation and threats towards the couple. There are risk factors such as the relationship with parents and friends and its consequences are related to the risk of suicide (RS). The present study examined the relationship between the victimization of DV off and online, the attachment to parents and friends and the risk of suicide. We conducted a quantitative study with a descriptive, correlational, and transversal design with a sample of 650 students (71.7% girls and 28.3% boys) between 13 and 25 years in Spain ($M = 20.04$, $SD = 3.029$). Participants response to paper-based ($n = 311$; 47.8%) and web-based ($n = 339$; 52.2%) questionnaire. The results showed that off line violence was greater than of online type. There were not differences by sex excluding sexual violence, in which women showed higher

rates of victimization than men. Detachment and direct aggression were the most relevant forms of offline and online violence, respectively. DV (off and online) were associated with an increase of risk for suicide. Off line violence mediation analysis (detachment and humiliation) showed that the relationship with parents (alienation) and peers (alienation and communication) predicted RS. In the second model, online violence, the parents and peers alienation dimension had an effect on RS. In both models, DV was related to a detrimental relationship between adolescents and young people with their parents and peers, which in turn increased the risk for suicide. Dating violence is positively related with the risk to commit suicide. Attachment problems in adolescents with their parents and peers mediate the relation between DV and the risk to commit suicide. DV is a serious problem for adolescents and young couples. There is a need for DV prevention in adolescents and continue research on factors that reduce victimization and its consequences.

COGNITIVE FLEXIBILITY AMONG SUBSTANCE USE DISORDER PATIENTS WITH PATHOLOGICAL PERSONALITY TRAITS

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There is a growing body of research showing that substance use disorder patients show abnormal functioning in prefrontal cortex related to executive cognitive dysfunction (Jannuzzi et al., 2010). On the other hand, literature suggest specific links between executive functioning and personality trait, were neuroticism and extraversion seem to be related to measures of all EF processes – including cognitive flexibility (Miyake et al., 2000; DeYoung 2011). The Alternative Model for Personality Disorders defined in DSM-5 Section III assumes that personality facets are distributed in a dimensional way in the population, varying along a continuum from normality to pathology (Markon, Krueger, & Watson, 2005). Since the publication of this model, a remarkable interest in empirical research in recent years has been shown (Al-Dajani, Granlnick, & Bagby, 2016; Krueger & Markon, 2014). Up to date, only one study analyze relationships between EF measures and DSM-5 AMPD domains (Fossati et al., 2018), pointing out to different relationships between cognitive flexibility and negative affect and dishinibition facets. The aim of this research is to deepen on the relations between cognitive

flexibility and AMPD facets on a sample of SUD patients. 207 SUD patients were recruited from the Provincial Drug Dependency Services of Huelva (Spain). All participants were administered the Spanish translation of the PID-5 SF, whose psychometric features are studied in Diaz-Batanero et al., (2017). Cognitive flexibility was measured using Berg's (Wisconsin) Card Sorting Test (WCST; Berg 1948). More perseverative responses ($t = 2.09$, $p = 0.037$) and perseverative errors were found on SUD patients with pathological scores on deceitfulness ($t = 2.34$, $p = 0.018$). Same tendency was found those patients with scores above T65 on distractibility ($t = 2.27$ and $t = 1.98$ respectively; $p < .05$). Patients with pathological scores on rigid perfectionism, impulsivity and risk taking showed more perseverative errors ($t = 2.01 - 2.58$; $p < .05$). All facets of dishinibition domain (except for irresponsability) were related with more perseverative responses, showing worse cognitive flexibility on SUD patients with a dishinibition component of personality. No relations with facets of negative affect was found. Acknowledgment: Q7150008F-2016/034.

IS IT POSSIBLE TO PREDICT THE OCCURRENCE OF RIPPLE EFFECTS IN THE SOCIAL AMPLIFICATION OF RISKS?

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As the repercussions of the risk perception of a certain technology intensified by actual or hypothesized accidents and incidents (e.g., new reports on existing risks), the risk perception of other technologies may be increased, even if there was no scientific evidence. In this study, the generalization hypothesis of risk perception based on the relevance among risks was investigated. The hypothesis was suggested by the classical notion in learning psychology that the gradient of generalization is determined by the similarity between the critical stimulus and the target. A web survey was conducted in March 2017, in which 2000 Japanese participants were asked to rate their risk perceptions, benefit perceptions, and acceptances of 24 technologies (e.g., nuclear power generation, 3D printers, artificial intelligence,

and unmanned aircraft), as well as the relevance among these technologies. The results showed positive correlations between risk perception (or benefit perception) of the target technology and the theoretically estimated risk perception (or benefit perception) of the same technology, which was calculated as the sum of the perceptions of the other technologies weighted by the relevance to the target technology. Furthermore, multiple regression analyses revealed the theoretically estimated perceptions of risk and benefit were significant predictors of the acceptance of technologies. These results suggest the generalization hypothesis of risk perception could be used to predict the occurrence of ripple effects in the social amplification of risks (e.g., damage caused by harmful rumors).

STUDY ON SELF-ESTEEM IN SOCIAL ANXIETY: CONTRIBUTION OF SELF-REFERENCE PARADIGM

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Social anxiety disorder (SAD) is the most common psychiatric disorder after major depressive disorder and alcohol dependence. The DSM-5 (APA, 2013), defines the SAD as a fear of the negative evaluation of others in social and / or performance situations. This fear paves the way to the avoidance of social situations, thus leading to a handicap in the social and professional performance. Social anxiety would result namely from a disorder of self – esteem (Cooley, 1902). The purpose of this study is to investigate the effect of inducing a positive self-image on the self-esteem expressed and implied by participants suffering SAD. We have explored whether positive self-image induction leads to an increase in Rosenberg self-esteem scale (RSES), measuring explicit self-esteem, while lack of increase should characterize the scores of participants in performance (induction of neutral self-image). On the other hand, we have investigated, using an ERS protocol, whether positive (vs neutral) self-image induction results

in a significant reduction of the negativity bias in the recall of information encoded in reference condition to self and / or reference to self-perception by others, reflecting an improvement in implicit self-esteem. To test these hypotheses, (N = 192) social anxiety participants completed two RSES and performed two tasks of ERS (encoding and recovery) inspired by the paradigm of Rogers et al. (1977) and reviewed by Mansell and Clark (1999), before and after being exposed to a positive or neutral self-image induction exercise, depending on the experimental condition to which they were assigned. Consistent with the hypotheses, the induction of a positive self-image has increased explicit self-esteem, and lead to a significant decrease of the negativity bias in the recall of information encoded in self-reference and reference to self-perception by others, reflecting an improvement in the implicit self-esteem of participants. This study confirms the interest of using self-mental imagery in the management of SAD.

THE IMPACT OF PERSONAL FEATURES OF RESEARCH PARTICIPANTS ON THE ADEQUACY OF PERSONAL SUCCESS FORECAST IN DIFFERENT TEST SITUATIONS

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The results of all psychological measurements are mediated by reciprocal relationships between the measured property, method, procedure and subject of measurement. Most important for a psychodiagnostician is information about situational peculiarities of behavioral and cognitive reactions of people in various test situations. V.N.Druzhinin highlighted the need to consider ecological validity, emphasizing that using standard psychodiagnostic procedures in different test situations may cause completely different interpretations of the results. Ecological validity, as test validity with reference to property measured within a specific situation, in our view, involves the need to answer the questions – how is the test situation itself represented in the consciousness of the research participant, and how authentic are the research results as viewed by the research participant. We compared different measurement cases – “situation of examination” and “situation of client”, and classical and adaptive test situations. The measured property were specific capabilities of 150 research participants. We also studied personal features of participants using the methodologies: J.Rotter Locus of Control, Rusalov Structure of Temperament

Questionnaire, Spielberger State-Trait Anxiety Inventory and McCrae and Costa Five-Factor Personality Inventory. Mann-Whitney U-test statistical processing demonstrated considerable differences in the adequacy of personal success forecast in a “situation of examination” and “situation of client” ($p=0,001$). In a “situation of examination” the participants forecast possible failure of the activity more often than in a “situation of client”. Comparison of adaptive and classical test situations showed that in adaptive test situation the participants are considerably more optimistic in the forecast regarding the test result ($p=0,005$). The adequacy of personal success forecast in different test situations is much affected by such personal features of participants as: trait anxiety ($p=0,001$), neuroticism ($p=0,02$), extraversion ($p=0,03$), manifestation of guilt feeling ($p=0,04$), internality ($p=0,01$), activity level ($p=0,03$) and ergicity ($p=0,001$). Knowing specific components of personal success forecast made by participants with different personal features in different test situations, we will have a more clear understanding of the impact of the measurement procedure context on the efficiency of different psychodiagnostic tools.

A DYADIC APPROACH TO THE RELATIONSHIP AMONG INSECURE ATTACHMENT, CONFLICT RESOLUTION STRATEGIES AND MARITAL SATISFACTION

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Hitherto relationship research has most often considered from an intrapersonal perspective when examining the links between adult attachment, conflict resolution strategies and marital satisfaction. The aim of this study was to analyze dyadically the influence of conflict resolution strategies (demand and avoidant) on marital satisfaction, taking into account the role of insecure attachment (avoidance and anxious dimensions). This research study investigated gender differences in conflict resolution strategies and the influence of these strategies on marital satisfaction. A sample of almost 150 heterosexual couples, involved in exclusive relationships, and ranging from 18 to 72 years old, completed measures of adult attachment, conflict resolution strategies and marital satisfaction. Dyadic and structural data were tested using the Actor-Partner Model (APIM). The model tested show a good fit $T(\chi^2/df = 2.19, p < .05)$, GFI and CFI above .95, and RMSEA = under .08). The results show that

avoidance attachment, but no anxious attachment, predict actor and partner's marital satisfaction. We found gender differences in the use of avoidant as conflict strategy, being men's avoidant what exerts same influences on their own and their partner marital dissatisfaction, but this was not observed for women that tend to use withdrawal as conflict resolution strategy. Only in the case of men, their relational characteristics and their own conflict resolution strategies predict their own marital satisfaction. In this case, avoidant as conflict resolution strategy has a mediator role between the attachment and marital satisfaction. Demand as a conflict resolution strategy does not predict own and partner marital satisfaction. The results show the importance of embracing a dyadic perspective in the understanding of the role of attachment and conflict resolution in couples. Key words: dyadic, attachment, withdrawal, demand, satisfaction, gender.

COMPARISON OF MU RESPONSES AS INDICES OF SELF-PERFORMANCE IN CLINICALLY-APPLIED BODY MOVEMENTS EXECUTED WITH AND WITHOUT GUIDED ATTENTION

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Mirror neuron systems have been a target of research across numerous disciplines in neuroscience. There are relatively fewer efforts to leverage established research methods in mirroring to evaluate clinical and health psychotherapeutic techniques for their evidence basis. Dohsa-hou was originally developed for cerebral palsy patients in Japan and demonstrated ways in which body movements are involved in promoting awareness of bodily states. The theory of Dohsa-hou is framed along a general process of intention, effort, and the realization of an intended body movement that conforms to the subjective experience of motor resonance. A distinction about the self rather than another as the agent of control and movement performance change is proposed in Dohsa-hou, and empirical support from clinical case studies in Japan has indicated its psychotherapeutic utility for autism, schizophrenia, and others. However, the psychophysiological basis for the suite of body movements as they are monitored through guided attention and whether they differ from unmonitored forms of executed body movement remains unclear. Toward this end, this study measures EEG mu power responses used in

mirror neuron research to compare degrees of self-oriented behavioral intention in action execution between an experimental group of participants conducting Dohsa tasks with guided attention and an active control group performing the same but unsupervised movement tasks. EEG power data (Nihon Kohden, EEG-1100) for 18 participants randomly assigned to each condition were taken at pre- and post-performance of the movements in two-time intervals. Mu responses were calculated and compared as log power ratios (condition/baseline) for each time point at the C3, C4, and Cz regions in accordance with previous studies. Confirmation of the results are forthcoming, but a preliminary independent sample t-test suggested that mean log ratios for the two conditions significantly differed for the T2 post-test C4 ($t(16) = -2.777, p = 0.007$) and Cz regions ($t(16) = -1.845, p = 0.042$). This study aims to clarify if greater attention to self-performance via lower mu responses occurred in the Dohsa-hou-based action execution, but analyses are ongoing. Implications for synthesis between psychotherapeutic and psychophysiological research will be discussed.

CHANGES IN DRUG-RELATED INTERPRETATION BIAS DURING TREATMENT IN A SAMPLE OF DRUG USERS

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Performance in implicit cognition tasks is related to both substance use and treatment results. Implicit measures such as word association tasks present ambiguous stimuli and participants can respond to them in either a drug-related or a drug-unrelated way. A tendency to interpret ambiguous stimuli as drug-related is considered an interpretation bias, and it is thought to affect drug consumption because of its role in anticipating rewarding or punishing consequences. It is well documented that interpretation bias is related with higher rates of drug use in non-clinical samples and at-risk populations. However, there are fewer studies of interpretation bias in patients with substance use disorder, and none of them measured changes in interpretation bias after treatment. It has been found that other implicit measures such as attentional bias are reduced after a successful treatment. This outcome is more robust in inpatients than in outpatients, where mixed results have been found. The objective of this work is to provide, for the first time, a pre-treatment – post-treatment interpretation bias measure using a novel task, the Word

Association Task for Drug Use Disorder (WAT-DUD). Twenty six outpatients and 76 inpatients participated in the study. Four measures were collected when treatment began and three months later: Drug-related responses, non-drug-related responses, reaction times after ambiguous images and after explicit drug images. The Substance Dependence Severity Scale, the Cocaine Craving Questionnaire-Now and the Multidimensional Craving Scale were also used. Results showed that inpatients had higher interpretation bias scores in the pretest than in the posttest ($M=.28$, $SE=.19$; $M=.24$, $SE=.20$, $p=.016$). Interpretation bias in outpatients did not show significant changes. Besides, in the inpatients higher reduction in interpretation bias was associated with better treatment adherence ($B(1)=3.62$, $p=.037$). These results are consistent with those found using attentional bias tasks and allow us to investigate other behavioral processes related to the treatment outcome of drug use disorders. This work was supported by the Ministerio de Economía y Competitividad (Spain) under Grant "PSI2016-79368-R".

THE STUDY OF EXISTENTIAL PERSONALITY FULFILLMENT IN THE PROCESS OF PSYCHOTHERAPY

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The content of the study reveals the subjective perceptions and experiences of clients about the changes in the understanding of themselves and the world in the process of existential psychotherapy. Consideration of the qualitative changes in a person's life as a result of psychotherapy was based on the concept of existential fulfillment. Changes inherent in life in general, in the process of psychotherapy are associated with understanding the difficulties in human life. In existential psychotherapy, there is an opening up of opportunities for experiencing the fullness of human existence and ways of avoiding existential fulfillment. The purpose of the study is to describe the clients' perceptions of therapeutic change in relation to the experience of existential fulfillment and authenticity in relations with the world. Research methods: the Existence Scale (A. Längle & C. Orgler) and the Phenomenological study of the therapeutic changes of clients in the process of psychotherapy. Sample study: 40 subjects, who are clients of long-term existential psychotherapy. The age of the subjects from 21 to 53 years. Phenomenological research was conducted on the basis of studying the

experience of personal psychotherapy of 6 clients. The results of the study. Getting a psychotherapeutic experience has a positive effect on the dynamics of self-distancing indices, self-transcendence, freedom and responsibility. The experience of existential personal fulfillment is interconnected with the degree of human contact with oneself and the ability to interact with the external environment qualitatively. Experiencing the true existential level of living helps a person to be aware of his needs and to be in contact with his feelings. Phenomenological research based on the description of the experience of personal psychotherapy made it possible to reveal some subjective ideas about therapeutic changes. In psychotherapy, the client enters their existence into the therapeutic space. Psychotherapy is also a situation that embodies his being-in-his-world. Comprehending the way of experiencing the therapy itself allows the person to see himself truly in relationship with the world. In existential psychotherapy, a person turns to the subjective perception of the world and himself in the world, and brings about a subjective order in his experiences.

THE MOST MEMORABLE TRAVEL EXPERIENCES FROM THE POINT OF VIEW OF TRAVEL CAREER

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Tourism research suggests that past travel experiences affect present tourist behavior in terms of travel career (Pearce, 1988). This study attempted to investigate the differences in the most memorable travel experiences based on travel career. Six hundred Japanese respondents aged between 36 and 65 years were asked to complete a questionnaire online. The travel career of respondents was divided into five groups based on the results of cluster analysis using three variables: the traveling experience in 47 prefectures in Japan, score on the scales of mastery of travel, and age. The groups were called middle-aged beginners, middle-aged experts, elderly beginners, elderly intermediates,

and elderly experts. The results were as follows. (1) For experts, the most memorable travel experiences often occurred overseas or at distant destinations in Japan. (2) For elderly experts, the most memorable travel experiences often involved traveling alone. (3) For beginners, the most memorable travel experiences were regarded as memories with fellow travelers or experiences got refreshed. (4) For intermediates and experts, the most memorable travel experiences were regarded as the turning points in their life. Based on these results, the process through which tourists develop their travel career is discussed.

THE AGGRAVATING INFLUENCE OF PARENTIFICATION ON THE MENTAL HEALTH IN SIBLINGS OF INDIVIDUALS WITH A DISABILITY

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The phenomenon of parentification is defined as the lack of boundaries between the sub-systems that constitute the family system and the assumption that children undertake the roles and responsibilities of the parents in a way that is not suitable for their age and developmental periods (Hooper, 2008). Previous studies have indicated that family stressors such as alcoholic parent, immigration, or disabled member of the family would increase the phenomenon of parentification (Winton, 2002). This study was aimed to examine whether well siblings of children with an disability endorsed different levels of parentification as compared with siblings of healthy children the present study was also examined the relationship between the phenomenon of parentification and depression, anxiety, somatization and obsessive-compulsive symptoms. The sample consisted of 67 siblings (37%) of children with a disability, and 113 (63%) controls who have a healthy sibling. Their age ranged between 18 and 67. Participants completed the Parentification Inventory (Hooper, 2009), The Patient Health Questionnaire Somatic,

Anxiety, and Depressive Symptom Scales (Kroenke et al. (2010) and Obsessive-Compulsive Inventory-Revised (Foa et al. 2002). The results indicated that the parentification score of the siblings of children with disability ($M = 36.85$, $SE = 1.27$) was significantly higher than the score of the control ($M = 33.28$, $SE = 0.90$), $t(178) = 2.34$, $p < .05$, $CI (0.55-6.57)$. The regression analysis revealed that sub-dimensions of parental parentification toward sibling and parentification toward parent predicted depression, anxiety, somatization symptom cluster ($R = 0.19$, $R^2 = 0.04$, $F(1,17) = 6.10$, $p < .05$) and obsessive compulsive symptoms ($R = 0.26$, $R^2 = 0.07$, $F(1,18) = 12.99$, $p < .05$). These results provide evidence for increased emotional parentification in well siblings of children with disability, and parentification was meaningfully related to increased depression, anxiety, somatization, and obsessive compulsive symptoms. The results underline the importance of preventive intervention programs that aim to educate the family on adverse influence of parentification mental health.

VIOLENT GAMES AND AGGRESSION: MODERATOR ROLE OF PARENTAL GUIDANCE

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With the spread of digital technology, the effects of video games which have violent content on children's behaviors have been the subject of curiosity. The literature indicates different findings. Some researchers suggest that violent games lead children to aggression while others indicate that playing violent games do not directly cause violence (see, Calvert et. al., 2015; Ferguson, 2015; Lin, 2013; Prescott, Sargent, & Hull, 2017). They demonstrate that there are mediator or moderator variables such as children's cognitive assessment powers, social attitudes towards violence, means of transport for violence and punishment after violence to indicate this relationship even social learning was effective in this context. The current study examines that mediator role of identification with game characters in the violent game (M) in the model and moderator role of parental guidance (W) on all paths between X, M, and dependent variable (Y), aggressive behavior (see, Hayes' Process Model 59, 2018). Our sample was 9 -17 aged 140 children. We directly asked children about their duration of violent game playing. We used the Identification with the Player Character Scale (Hefner, Klimmt, & Vorderer, 2007) to

measure character identification. Participants answer the Social Support Questionnaire for Children (Gordon-Hollingsworth et. al., 2015) for the perceived parental support. The Aggression Scale (Orpinas & Frankowski, 2001) is used to measure our dependent variable which is children's aggressive behavior. Sample size analysis shows that it should be at least 138 participants total. According to the expected results, we think that the duration of violent video games play and identification with game characters in them will predict children's aggressive behavior; however, we expect that the effect of the identification on aggressive behavior will decrease when perceived parental guidance increases. The results showed that when duration of violent game playing rises, identification with game character increases. On the contrary of our hypotheses, neither duration of violent game playing, nor identification with game character predict aggressive behavior. Effect of the constant on both identification with game character and aggressive behavior is significant. Therefore, future studies should leave classical violent game and aggressive behavior association and focus new predictors.

INHIBITORY CONTROL AND EXTERNAL BEHAVIOR IN CHILDHOOD

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The aim of the present study was to examine the relationship between inhibitory control and external behavior. External behavior may occur at both behavioral and cognitive levels. Behavioral level studies typically involve inhibition and motor responses and impulse control. Cognitive level studies focus on the mental processes of attention and memory. Childhood externalized behavior is being increasingly viewed as a public health problem. The construct of external behavior refers to a combination of behavior problems. They are manifested in children's

behavior and reflect the surrounding environment in a negative way. Two groups of children participated in this study. All participants attended elementary school and used Bulgarian as their mother language. The following methods are used: Inhibitory control checklist rated by parents; neuropsychological assessment. This study demonstrates that primary school children with external behavior show impairment in inhibitory control, irrespective of cognition and neuropsychological deficits.

AMBITION AS A MOTIVE OF SOCIAL BEHAVIOR

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Ambition is a desire to become a significant and recognized person to other people for the real achievements and actions. As a motivational formation, ambition directs human activity to socially significant achievements – success in life and social "top", professional and career advancements, fame, leadership positions and power, etc., which provides as a result the recognition of the personality of an ambitious man. As an achievement motivation ambition

includes strong desire for self-actualization and self-development; striving to achieve more than parents; striving to be better than others; low daydreaming; aspiration to win; motivational tension. Ambition is not associated with the availability of inclinations and abilities, with human intelligence and knowledge, etc. It is a kind of «energy center» that makes a person strive for achievements in the chosen field.

THE RELATIONSHIP OF VULNERABLE NARCISSISM WITH LIFE SATISFACTION & PERCEIVED SOCIAL SUPPORT IN DYSFUNCTIONAL INSTAGRAM USERS

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Instagram use affects individuals' well-being. Previously found that there is a significant and positive relationship between Instagram using and narcissism. Vulnerable narcissism (VN) is related to socially avoidant behaviors, sensitivity to failure and being criticized, the existence of high levels of anxiety, and feelings of emptiness and inadequacy (Casale, Fioravanti, & Rugai, 2016). Research suggested negative association among VN, life satisfaction (LS) (Ng, Cheung, & Tam, 2014) and perceived social support (PSS) (Dickinson, & Pincus, 2003). However, research on the relationship between Instagram use and VN is limited (Casale, Fioravanti, & Rugai, 2016). The relationship among VN, LS, and PSS in Instagram users was examined. A cross-sectional online survey was conducted. 246 Instagram users who are within the age range of 16 and 30 and reported decrease in daily functioning in their life due to Instagram use enrolled in the study. Informed consent, socio-demographic form, the Hypersensitive Narcissism Scale, the Satisfaction with Life Scale and the Multidimensional Scale of Perceived Social Support were given to the participants. Correlational analysis revealed that VN is significantly and negatively associated only with friend dimension of PSS (PSS – F) ($r = -.18, p < .01$). In addition, Linear regression analysis

demonstrated that PSS – F ($t = -2.85, p < .01$) also significantly predicted VN ($F(1, 244) = 8.11, p < .01$). R^2 revealed that perceived social support from friends explained the variance of VN with the proportion of 3%. That is, perceiving low social support from friends may increase the severity of VN or may be an eventual consequence of vulnerable narcissistic relational patterns. It can be said that significance of only friend dimension could be related to university students sampling. Also, Individuals with vulnerable patterns may affect negatively more from Instagram even if their frequency of account use is less. In addition, those with vulnerable narcissistic patterns may perceive themselves as dysfunctional rooted from feelings of emptiness and inadequacy. Since the Instagram reinforces the ideal, they may feel more failure, emptiness and inadequacy resulting higher anxiety so they may externalize and blame Instagram for their dysfunction. Therefore, it can be concluded that those with vulnerable narcissistic patterns may be influenced negatively more than the grandiose ones so their frequency and time spent on Instagram may be found less or insignificant in the literature regarding vulnerable narcissistic patterns.

Key words: Vulnerable narcissism, Social support, Instagram

HOW TO FOSTER INTEREST AND MOTIVATION TOWARD NATURAL SCIENCES: A CASE STUDY

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Cognitive interests and intrinsic motivation are recognized as an important condition and an ultimate goal of effective teaching and successful learning. The Developmental Instruction considers an interest as the phenomenon when students grasp the big idea of a whole topic, so they can look at each particular part as a detail of a big system. From this point of view, to design an innovative course means to deliver students a whole picture from the start – how people think and work in this domain and what opportunities can bring the learning of it. Unfortunately, traditional teaching can bring such insights, at the best case, at the end of the course rather than at the start. According to Davydov's approach, students can acquire the look from inside the system if they reconstruct cultural ways of human thinking in their own goal-oriented meaningful activity which triggers the process of concept formation. For teaching natural sciences this means to have a long introduction where students try on the role of a cultural grown-up who transforms natural materials into objects and instruments that serve

human purposes. We test this hypothesis by using three modules of previously designed our introductory science course "NartURE" for 5-graders (Vysotskaya et al., 2017) to teach 3-graders (18 students, 9-10 year-olds). The first "Shipwreck-survivors" game showed that at the start students took ready-made objects to the "island" and were not very interested in the game. At the end they took instruments and rare materials and could not stop playing – they endlessly pondered over the strategies to make things to survive. Some students, who joined to the class in spring, acted the same way as our students did at the beginning. Thus, we observed a shift from the position of "users" to position of "makers" and a boost of interest throughout the school year. Vysotskaya E., Khrebtova S., Lobanova A., Rekhtman I., Yanishevskaya M. (2017) Text-lab-model triad for testing ancient technologies: introductory science course for 5-graders. In EAPRIL 2017 Conference Proceedings. Retrieved from: <https://www.eapril.org/sites/default/files/2018-04/ConfProceedings2017.pdf>

PSYCHOLOGICAL CORRELATES OF EMOTIONAL AND PERSONAL WELL-BEING

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The objective of the research was to explore some psychological correlates of emotional and personal well-being. Design: a quasi-experimental study was conducted. The correlation analysis (by Spearman) was applied to the data obtained. The "Self-assessment of Emotional and Personal Well-being" (SEPWB) research tool (Glotova, Karapetyan, 2009) were offered to adults. The participants had to assess themselves on a seven-point scale, using the following parameters: "happy", "lucky", "optimist" (positive emotional component A); "successful", "competent", "reliable" (positive personal component B); "pessimistic", "unhappy", "envious" (negative component C). The results for each of the nine parameters were analysed and the general index of SEPWB (A+B-C) was calculated. The following research tools were also used: the Myers Briggs Type Indicator (MBTI-F; EI scale; the high scores on the EI scale mean the introversion, and the low scores mean the extraversion); the Rogers-Diamond Test of Social-Psychological Adaptation (SPA). The correlation (n=857) of the general index of SEPWB (A+B-C) with the continuous "extroversion-introversion" (EI) scale of the MBTI-F, is statistically significant ($r = -0.280$; $p < 0.001$).

All of the six positive parameters of the SEPWB showed negative correlation ($p \leq 0,001$) with the EI scale, i.e. with introversion. The negative parameters, on the contrary, had shown positive correlation with introversion. These results correspond to the results obtained using other constructs of well-being and other research tools (Schmutte, Ryff, 1997; Keyes, Shmotkin, Ryff, 2002). Multiple correlations (by Spearman) were revealed ($n = 1201$) between the nine parameters and the general index of "Self-Assessment of Emotional and Personal Well-being" tool and the integral indicators of the Rogers-Diamond Test SPA. The results showed the positive parameters and the general index of self-assessment of emotional and personal well-being as positively correlated with the six integral indicators of the SPA, while the negative parameters of emotional and personal well-being correlated negatively with the six integral indicators of the SPA. People with high scores of the positive parameters and the general index of self-assessment of emotional and personal well-being are characterized by extraversion, high scores of adaptation, self-acceptance, and acceptance of others, emotional comfort, internality, need to dominate.

FORMATION OF META-SUBJECT COMPETENCIES BY MEANS OF SCHOOL SUBJECTS

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Studying the problem of interrelation between education and development, Vygotsky emphasized the leading role of education. Meta-subject results ("learning to learn", cognitive reflection, logical operations, planning, understanding of the text, communication, social interactions and others) are indicators of cognitive development in education. The goal of our study was to identify the factors contributing to the quality of the developing meta-subject result. A group of researchers in the Psychological Institute of Russian Academy of Education (Moscow, Russia) worked out a set of methods to evaluate meta-subject educational results and tested about 2650 junior school graduates in 57 Moscow schools. Diagnostics showed, on the one hand, a low level of these competencies, and on the other hand, permitted to identify a group of students with statistically higher results. The level of meta-subject competencies in this group is 57% (compared to

38% on average); some results are above by 1,4 – 1,8 times. These students were trained in the program of developmental education (B.El'konin- V.Davydov). The main difference between these programs and the traditional ones is the change in the content of training within the framework of the activity theory, in particular, the use of models as a means of concepts' analysis and orientation in problem solving. School subjects in developmental education are constructed so as to reveal to the student the subject and activity bases of the new field of knowledge as the sphere of his own cognitive development. The obtained results confirm our hypothesis that meta-subject competences can be formed by means of organizing school subject learning activity. The means that support meta-subject effects of school subject education are mediation of problem solving by special models and schemes of concepts and of forms of students' joint learning activity.

JEALOUSY, ANGER AND INTIMATE ABUSIVENESS: A SYSTEMATIC REVIEW

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Intimate partner violence increasingly has been recognized as associated with significant morbidity and mortality, particularly among women. The great majority of interventions aimed at prevention and treatment of intimate partner violence (IPV) in Spain focus on negative emotions. This study reviews the available evidence of anger and jealousy. PRISMA statement protocols were used. Abstracts were searched from different relevant databases using appropriate database-specific keywords. Regarding anger 1151 articles were found. After reviewing the title and abstract, 54 potentially relevant articles were selected. Regarding to jealousy, 793 articles were found, and 77 potentially relevant articles were selected. Three studies for anger and two for jealousy were eliminated because they were not significant. Finally, following the inclusion and exclusion criteria 8 studies related to anger and 11 for jealousy were included. The r statistics were generated using Excel macro program (Wilson,

2016). The Z_r mean effect of anger and jealousy on aggression was calculated. Results showed that 12.5% ($n=1$) of the 8 studies of anger has a low relation with violence (lower than .19), 12.5% ($n=1$) reported a moderate effect size (between .20 and .29), and 75% ($n=6$) a large effect size (higher than .30). Regarding jealousy ($k=13$), results show that 7.7% ($n=1$) of the total of studies presented a low effect, while 30.7% ($n=4$) reflected a medium level effect size. Finally, 61.6% ($n=8$) presented a large effect. The mean r for the 13 jealousy studies were high (.38), and for the 8 anger studies were medium (.28). There are multiple empirical studies that demonstrate anger and jealousy are significantly and positively associated with IPV aggression. In this review jealousy was one of the strongest predictors of psychological and physical IPV perpetration, whereas, anger also was related with perpetration even though its effect size was smaller than jealousy.

THE IMAGE OF A TERRORIST IN THE REPRESENTATION OF MODERN YOUTH

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In the modern world the phenomenon of terrorism poses a serious danger to society, since it is based on methods of psychological influence associated with the achievement of a negative effect aimed at civilians. The main goal of terrorists is to destabilize social consciousness. This goal is achieved with the help of various news content. Young people are most susceptible to destructive propaganda, which has a negative effect on their personal and professional development. In recent years the problem of terrorism has been investigated in various scientific fields. Psychologists are especially interested in the social and psychological aspects of this issue. Therefore we obtained empirical data from 100 young people living in the city of Rostov – on – Don, aged from 18 to 25 leading a socially active lifestyle. The study was carried out in blank form using three questionnaires and one author form, developed on the basis of the method of semantic differential. The questionnaire revealed the structural components of the external image and personality traits of a terrorist in the view of young people. The questionnaire consists of three blocks: socio-psychological characteristics,

behavioral characteristics and appearance. To process the results of the survey used the procedure of quartering. The mentioned questionnaires were used to obtain information about the benevolence hostility and life-meaning orientations of the respondents. Hypotheses were tested that youth's perceptions of a terrorist's image have a core (socio-psychological and behavioral characteristics) and periphery (appearance), and the hypothesis was confirmed that there is a connection between the personality characteristics of young people and their life-meaning orientations, which determines the nature of ideas about the image of a terrorist. The results showed that the image of a terrorist in the representation of young people is less associated with its external attributes. In the minds of young people, stereotypes are not formed towards representatives of certain nationalities and confessions in appearance. It has been established that the indicators of young people's meaningful life orientations are related to the level of expression of their hostility and benevolence which determines the formation of the image of a terrorist in consciousness.

MOTIVATIONAL REGULATION STRATEGIES AND SITUATIONAL MOTIVATION IN COOPERATIVE LEARNING

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For learning to be effective, learners need to regulate their own motivation levels to ensure that these levels do not decrease (e.g. Wolters, 2003). Such motivational regulation is examined in the field of self-regulated learning research (Zimmerman & Schunk, 2011); however, there are few studies concerning motivational regulation in cooperative learning. To examine the relationship between motivational regulation strategies and situational motivation in cooperative learning, a self-report questionnaire was administered to 16 undergraduates from two universities before and after cooperative learning in class. General usage trends in motivational regulation strategies in cooperative learning were measured using a pre-questionnaire, and situational motivation and engagement during cooperative learning were measured using a post-questionnaire. The results of a correlation analysis indicated that the general usage trend of motivational regulation strategies was not correlated with engagement during cooperative learning. Next, we analyzed the relationship between motivational regulation strategies and situational motivation in cooperative learning qualitatively. The two

students with the highest scores for the general usage of strategies and the two students with the lowest scores were selected for qualitative analysis. The results indicated that situational motivation during cooperative learning was relatively more stable in the two students with the highest scores compared to the two students with the lowest score, especially in the latter-half of learning. These results indicated that motivational regulation strategies play an important role in stabilizing situational motivation, especially in the latter stage of cooperative learning. This is consistent with the results of previous studies revealing that motivational regulation strategies are correlated negatively with instability of situational motivation during lectures (Umemoto & Inagaki, in press). There are few studies that examine motivational regulation strategies in cooperative learning situations. Thus, the present study, which examined the effects of motivational regulation strategies on situational motivation in cooperative learning, is meaningful for self-regulated learning research.

THE IMPACT OF BABYSITTERS ON THE FAMILY DYNAMICS

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A large body of research has pointed at the child's early years as an important period for healthy psychosocial development (Sroufe & Rutter, 1984), and therefore it is crucial to study the actors and factors that shape the course of a child's development. In urban families, one such actor is the nanny. Although nannies occupy a substantial place on a cared child's daily life, the effects of nanny care on the child's development are mostly unknown. In addition, it is important that nannies be thought of as a part of the family system, who interact with most of the family members on a daily basis (Akay, 2013; Barnhart, Huff, & Cotte, 2014). In the present research, we aimed to obtain more detailed information about

the nanny-family and nanny-child interactions through the self-reports of mothers and fathers of children between the ages of 1.5 and 5. The parents have been given an online survey, which included questions regarding the childcare responsibilities and relationship dynamics of the family both when the nanny is present and absent, as well as Perceived Partner Responsiveness Scale and Child Behavior Checklist. The preliminary results showed that the mothers who spent more time with the cared child evaluated father-child and babysitter-child relationships more negatively. The data collection for the present research is ongoing, the full set of results are to be presented in the congress.

TEMPERAMENT TYPES CORRELATION WITH MENTAL STATES SELF-REGULATION METHODS

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At the present time, the self-regulation of mental states is a current area of science. While not an easy task, skillful management of one's own condition increases the productivity of a person, his activity, increases the general psycho-emotional state. The study of the relationship of types of temperament and methods of self-regulation of mental states will allow identification of the mechanisms of influence on the self-regulation of the state. In our research, 59 students of the Kazan Federal University took part. Their ages ranged from 17 to 19 years of both sexes. We used: 1. the personal questionnaire of G. Ayzenck EPI, 2. the questionnaire for determining the methods of self-regulation of mental states (Prokhorov AO, Nazarov AN). To obtain statistically reliable data, we used Spearman's nonparametric correlation and Pearson's parametric correlation. The data was processed using the SPSS 19.0.6 statistical package. We obtained the following data: correlation between the low level of extraversion and the method of self-regulation "Reflection-reasoning" and "Communication" was revealed at

the level $p = 0.05$, which means that introverts, due to their temperament properties, tend to concentrate inside themselves, at the same time they can communicate with familiar people to seek social support or simple communication. With a high level of extraversion, there is a correlation with the "Shutdown-Switching" self-regulation method, which means that it is easier for extraverts to switch to something else in order to "take a rest" from a situation that causes negative states. There is also an interconnection $p = 0.05$ of a high level of neuroticism with the self-control method "Communication". The presence of an object for "splashing out" of one's experiences is necessary both for the introvert and for the extrovert. For an introvert, most likely, it will be close people, but for an extrovert there can be both close and completely unfamiliar people. Studies of a low level of neuroticism and methods of self-regulation did not provide a statistical link. We can assume that this is due to the fact that people of a given level of neuroticism can use a wider range of methods of self-regulation.

DEVELOPING COGNITIVE ARCHITECTURE OF A MULTIMODAL WHEELCHAIR ROBOTIC SYSTEM FOR DISABLED PEOPLE

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Different concepts for a robotic wheelchair design for disabled people are discussed and tested. The selected approach is based on a cognitive multimodal user interface to maximize autonomy of the wheelchair user and to allow him or her communicating intentions by high-level instructions. Manual, voice, eye-tracking and BCI signals can be used for strategic control

whereas an intelligent autonomous system can perform low-level control. Our report describes novel solutions that have been tested on real robotic devices, as well as the prospects for using the EEG/MEG, fNIRS, myographic, and eye-tracking technologies based on registration of parameters of human psychophysiological systems.

EMOTIONAL EXPRESSIONS RECOGNITION IN DUAL DIAGNOSED PATIENTS

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According to the somatic marker theory, substance addiction is associated with abnormal activation and integration of emotional states (Verdejo-Garcia and Bechara, 2009). One main component of adaptive emotional functioning relevant to addiction maintenance and treatment is the ability to recognize basic emotions expressions. The scarce evidence on emotion recognition in addiction show that polyconsume is associated to poorer recognition (Fernández-Serrano et al., 2010). Moreover, a number of behavioral studies have revealed a pattern of alterations in facial emotion recognition involved on associated disorders such as borderline personality disorder (Domes, Schulze, & Herpertz, 2009), antisocial personality disorder (Marsh & Blair, 2009), and emotional disorders (Surguladze et al., 2004). However, up to our knowledge, there are no studies analysing the summative impact of comorbidity (dual diagnosis) on emotional recognition. The aim of this study is to analyze the execution in the Ekman facial recognition task on a group of substance use disorder (SUD) patients, comparing results between patients with and without comorbid disorders. Cross-

sectional survey design. The sample consisted of 80 patients under treatment at the Addiction Care Center of Huelva (Spain). 21 of patients have a comorbid concurrent disorder. Ekman Facial Expressions Test was used to analyze the recognition of emotions. Chi-square and mean comparison tests were used to compare the sociodemographic and emotional recognition. There were no statistically differences between the three groups on sociodemographic variables (gender, age, employment, level of studies and marital status). Worse execution in Ekman Facial task was observed in comorbid patients for anger ($t = 2.43$; $p = .017$). Reaction times were higher on comorbid patients for recognition of joy ($t = 2.52$, $p = .014$), anger ($t = 3.40$, $p = .001$) and sadness ($t = 2.85$, $p = 0.005$). The results show that comorbidity on SUD patients has higher impact on the recognition of emotions. Specifically, difficulties on recognition of anger and sadness on comorbid patients could have an impact on social interactions involved on therapeutic progress surveillance. Further research is needed to analyse the differential impact of each of comorbid pathologies.

MUSIC FOR HEARTBEAT RECOVERY AFTER ACUTE STRESS: THE EFFECT OF DIFFERENT TYPES OF MUSIC AND VERBAL SUGGESTION

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The purpose of this study was to examine the stress reducing effect of different types of music when heard through passive listening and in combination with verbal suggestion. We expected that research supported music would lead to more stress reduction in comparison to preferred music, whereas verbal suggestion would enhance the stress reducing effect of each type of music. Undergraduate college students (N=100) performed a challenging three-minute mental arithmetic task and were randomly assigned to either sit in silence or to listen to different types of music either through passive listening or in combination with verbal suggestion. The study employed a 5x3 mixed ANOVA with intervention being the between subject's variable (research supported music VS preferred music VS research

supported music in combination with verbal suggestion VS preferred music in combination with verbal suggestion VS control group) and the time of Heartbeat Measurement (BPM) as the within subjects (pre, stress and post). All music interventions led to significant stress reduction ($p < 0.01$). Participants who listened to research supported music combined with verbal suggestion experienced the greatest degree of relaxation ($p < 0.01$), followed by participants in the research supported music intervention ($p < 0.01$). Findings provide experimental support that music prevents stress-induced changes, the robustness of which is enhanced in the presence of verbal suggestion. Implications of the study, limitations and suggestions for future research are discussed..

OLDER OUTPATIENTS' NEGATIVE EXPERIENCES OF DEPRESSION-RELATED HELP-SEEKING AND DISCRIMINATION-RELATED COPING STRATEGIES

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Given the increasing number of older people worldwide, suicide in this age group has become a global healthcare issue. The most significant predictor of suicide for older people is depression. However, older people do not readily and willingly undergo depression screening in clinical settings. Stigma could be an important barrier to help-seeking behaviors in people with mental illness. The purposes of this study were to explore older outpatients' negative experiences of depression-related help-seeking and discrimination-related coping strategies. A qualitative research design was used. Participants were recruited from geriatric, medical, and psychiatric clinics at four hospitals in northern Taiwan. Data were collected

through individual in-depth interviews using a semi-structured interview guide. Verbatim interview transcripts were analysed using ATLAS.ti, version WIN 7.0. Sixty-seven participants (N=100) had suffered from depression but only nine had experienced discomfort/discrimination while seeking health care for depression. They felt other people were afraid of them, unfriendly, and avoided having any interaction with them. They commonly used passive strategies (e.g., forget it, leave it alone) to deal with. Our results could help health care providers to have a better understand about older adults' negative experiences about depression-related help-seeking and provide a better care this group in the future.

THREE BALTIC COUNTRIES AND RUSSIAN UNIVERSITY STUDENTS' ATTITUDES TOWARD FOREIGNERS

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The present study examines similarities and differences between Estonian (N=118), Latvian (N=101), Lithuanian (N=101) and Russian (N=100) university students' attitudes towards foreigners. Open-end questionnaire data results using quantitative content analyze from a sample of 420 students revealed that that students' conceptual definitions of foreigners differ from the common elements of definitions of foreigners. Three Baltic countries university students were generally open and tolerant toward foreigners in the area of individual differences evoked from cultural enrichment, but their

attitudes show some variation depending on the nationality of respondents. Students in three Baltic countries were agree, that foreigners have influenced them more positive than negative way, but the reasons of influence was different: Lithuanians empathize more sympathy and helping behaviour and Estonian more enlargement of knowledge's with increase of tolerance. Acceptance or un-acceptance of foreigners depends on the level – foreigners were more accepted in personal level and un-accepted in cultural level (violence, discrimination, religious extremism).

THE RELATIONS BETWEEN CONSTRUAL LEVEL AND TIME ESTIMATION: THE EFFECTS OF INTENTIONALITY AND SUBJECTIVE TIME PERCEPTION

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Construal level theory tries to explain the relationship between psychological distance and one's thoughts about events, which could be either concrete or abstract. According to this theory, the mind is defined as a double-pole axis and the ends of this axis are considered as concrete and abstract mindsets. Individuals in the concrete mindset consider the concrete details of events as important and deal with the event by using its smaller pieces. However, the abstract mindset individuals focus on the central and main features of the event. The main difference between these two axes is the perception of the events (Trope & Liberman, 2010). In this study, it is aimed to investigate the role of concrete and abstract mindset in prediction of duration for an activity. Researches have shown that individuals tend to underestimate the time they need to complete a task. This phenomenon, usually referred as planning fallacy, has been examined in different

ways. Excessively optimistic time estimates are mostly due to cognitive characteristics about how individuals create scenarios (Kahneman & Tversky, 1979). It is expected that time estimation will differ according to construal level, subjective time perception and intentionality (having a goal in the task). To test this hypothesis, an experiment was conducted. The time perception in the experiment was studied by verbal time estimation. Besides, mindset and intentionality were manipulated. The results showed that when the subjective time perception is low and there is a goal in the task, abstract mindset individuals estimated the time longer than concrete mindset individuals do. On the other hand, when the subjective time perception is high and there is no goal in the task, abstract mindset individuals estimated time shorter than concrete mindset individuals do, but, when the subjective time perception is high and there is a goal in the task,

abstract mindset individuals estimated time longer than concrete mindset individuals do. It means that when the subjective time perception is high, abstract mindset individuals' time estimation

increases because of the goal in the task. The results and limitations of the study are discussed within the context of the related literature.

PERCEPTION, RECOGNITION AND STRUCTURING OF EMOTIONS THROUGH EMOJIS.

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Advances in technological development have led to increased interpersonal interaction, including emotional expression through digitalization. Most of these digital systems offer their users the use of emojis (digital facial expressions used to express ideas, emotions, etc.). Some research finds that the increase in the available emojis causes confusion as to what these images mean, what emotions express and how to apply in daily communication. The present study aims to determine how young people perceive certain emojis, whether their ideas about certain emoticons match Facebook definitions, how often they use them and how they structure them. Methods: 33 emojis were selected, expressing emotions such as joy, love, sadness, amazement, anger, etc. People surveyed had to group them together and appreciate how often they use them in their daily life. Another 21 emojis expressing emotions were selected and a Facebook emoji list definitions was proposed separately, and the subjects surveyed had to determine which emoji corresponded. The sample consisted of 178 students aged 20-22. It has been found that the most commonly used

emojis are those which express love and joy, and the most unused – disgust and fear. The cluster analysis of the emojis grouping has shown that the participants in the experiment divide emojis into three main categories: the first category emojis are associated with positive emotions such as love, joy, happiness. The second category is negative emotions – fear, disgust, exhaustion, disappointment, anxiety, sadness, embarrassment. And the third category includes emojis expressing "unpredictable" emotions such as surprise, but also negative emotions such as shame, anger, etc. The results of recognizing emojis on Facebook definitions have shown that most respondents do not recognize most emojis as Facebook has defined them. It can be concluded that most people use emojis expressing positive emotions, for two reasons: first, when sending emojis expressing joy or love, people want to be sure that their message will be properly understood and accepted positively and second, sending mostly positive emoji, individuals tend not to show vulnerability that they do not experience negative emotions.

CONFLICTOLOGICAL COMPETENCE: STUDY OF THE STRUCTURE

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Conflictological competence is realized by competencies and is a multi-level system of motivational, cognitive and behavioral components of conflictological readiness as a practical readiness to resolve conflicts through a set of skills to objectively reflect and understand the conflict, to predict and assess its consequences, to prevent and resolve the conflict; and conflict resistance as the ability of a person to optimally organize their behavior in difficult situations of social interaction, as well as the mechanisms of their formation and implementation. The aim of the research is to study the components of conflictological competence in terms of their manifestation in University students enrolled in different courses. Research methods were: «Strategies of behavior in a conflict situation» (K. Thomas), «Aggressiveness and Proneness to Conflict» (E.P. Ilyin and P.A. Kovalev), «Behavior Self-Regulation Style» (V.I. Morosanova), "General communicative tolerance" (V.V.Boyko), method of diagnostics of the level of development of reflexivity by A.V. Karpov, «Psychological diagnostics of coping-mechanisms» of A. Heim Statistical technology: Kruskal-Wallis H difference criterion, factor analysis. The study involved 150 people (17 – 23 years) who are students of 1 – 4 courses of the North Caucasus Federal

University. According to the results of factor analysis of the values of psychological variables-components included in the structure of conflictological competence, 5 empirically representative groups of parameters (factors) were identified. Designations of factors (conflictological competencies) are given in accordance with the analysis of the contribution of variables to the factor structure: sthenic intrapersonal-oriented conflictological readiness, emotive-personal conflictological readiness, constructive-activity conflictological competence, interpersonal-oriented conflictological competence, interpersonal conflict potential. The analysis of differences (Kruskal-Wallis H-criterion) in the level of statistically structured conflictological competences between student courses showed their significance in 3 competences: – a tendency to increase sthenic interpersonally-oriented readiness of conflictological from 1-St to 4-th course; – significant development of interpersonal-oriented conflictological competence to the 4th course; – the maximum development of the competence "interpersonal conflict potential " is in the 3rd year, and it abruptly begins to gain noticeable weight from the minimum positions from 2-d course. By the 4th course, the internal readiness to enter into conflict is reduced.

LINKING INTERPERSONAL EMOTION REGULATION TO WORK RELATED OUTCOMES: THE ROLE OF AUTHENTIC EXPERIENTIAL CLIMATE AND EXTRAVERSION

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The current study aims to investigate the effect of intrinsic interpersonal emotion regulation on the relationship between work-related negative predictors (i.e. job stress and work conflict) and detrimental outcomes (i.e. ego depletion, need for recovery and intra-organizational surface acting). Building on Affect Climate Model (Parke & Seo, 2016), we also hypothesize that organization-level authentic experiential climate acts as a moderator by facilitating the help-seeking for emotion regulation in the workplace. Moreover, we posit that employees with high extraversion will more readily reach coworkers for emotion regulation, which in turn will decrease negative

work outcomes. We aim to reach 250 white-collar employees across 35 organizations to test organization-level authentic experiential climate's effect on individual-level relationships. Hierarchical linear modeling will be used to test the hypotheses. We hope that the results will shed light on the buffering effect of workplace interpersonal emotion regulation against negative work events and on the importance of authentic experiential climate and extraversion in explaining under what circumstances interpersonal emotion regulation at workplaces thrives.

IS INTERACTING WITH A HIGH STATUS INDIVIDUAL REALLY EXHAUSTING? THE EFFECTS OF SOCIAL STATUS ON SELF-REGULATION.

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The strength model of self-control suggests that individuals will invest more self-regulatory resources on an important self-control task, and therefore impair the performance on the subsequent task. The present research investigated the prediction that interaction with high status individuals may temporarily impair cognitive functioning. Participants were randomly assigned to a 2 (IAT bogus feedback type: status concern vs. performance concern) x 2 (confederate status: high vs. equal) experimental design. The main dependent measure was the performance on the subsequent number-

comparing task. The result revealed a significant interaction effect. Participants who were told that they had unconscious hostility toward high status people and then interacted with the high status confederate performed significantly worse on the subsequent number-comparing task. That is, when interacting with high status individuals we often try to posture and present ourselves in a better way, and thus consume more inner resource and then affect subsequent performance. Possible cultural influence and Implications are discussed.

A COGNITIVE MODEL OF ANOREXIA NERVOSA: EATING DISORDERS AS A MALFUNCTION OF COMPETING NEEDS

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Recent advances in neuroscience on competing need states and social pain are explored and a testable theoretical model is developed to help explain behaviours and cognitions related to Anorexia Nervosa and related Eating Disorders. The author analyzed literature relevant to Social and physical pain correspondence, fear mechanism, pain suppression, and eating disorders. Research over last decades has shown that physical and social pain have similar neuronal mechanisms. Thus rejection has similar neuronal activity as acute pain, and socially isolated people have higher expression of genes involved in inflammation. Recent research on mice showed that hunger can suppress inflammatory pain. Based on that hunger might also suppress 'inflammatory' social pain which is the pain of loneliness or feelings related to perceived insufficient social support. A mental simulation of behavior related to hunger addiction shows that it is similar to the behavior of patients with Anorexia Nervosa. Thus, if hunger is suppressing pain of loneliness, eating

should turn off that pain suppression. This, due to the short interstimulus interval may create a strong connection between pain and food via stimulus-response learning. Unexpected pain linked to food in turn will activate fear mechanisms, and make the person anxious shortly before and after food consumption. Irrational fear of food will lead to different behavioural coping styles of behavior associated with food such as avoidance, purging or excessive exercising, and trigger different negative automatic thoughts related to its consumption (e.g., "I don't like this food" or "I am fat"). Viewing Anorexia Nervosa from this novel cognitive-behavioural perspective could help better explain eating disordered behaviour more generally, interactions among the different risk factors, contributing causes, and demonstrate more clearly how anorexia nervosa related behavior regulates affect. The presentation will explore how this model may be tested experimentally and will discuss implications for psychotherapy.

A LONG-TERM FOLLOW-UP THE HEALTH-RELATED QUALITY OF LIFE ON TAIWANESE PATIENTS WITH COLORECTAL CANCER

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Colorectal cancer is the most common cancer in Taiwan. Health-related quality of life is an important parameter in cancer care. Little is known about the long-term effect on the quality of life in Taiwanese patients with colorectal cancer. This study aimed to investigate the changes in quality of life and related factors in colorectal cancer patients over 2 years after diagnosis. Prospective and longitudinal design was used in the study. 121 participants were recruited from four hospitals in Taiwan. Data was collected at six time points: one week after diagnosis (baseline, T0), the start of treatment (T1), and 3 months (T3), 6 months (T4), 12 months (T5) and 24 months (T6) after diagnosis. Subjects were assessed by the following questionnaires: EQ-5D, EORTC QLQ-C30, EORTC QLQ-CR29, KPS, and background information. The results indicated patients persisted in having

moderate levels of quality at T0- T5. The levels of general quality of life (EQ-5D), QLQ-C30 and disease-related quality of life (QLQ-CR29) were significant lower at starting treatments (T1) than the other of time points. Amongst all of the symptoms related disease and treatment, problems with anxiety, pain in buttocks/anal area/rectum, dry mouth, physically less attractive affected the quality of life of patients most severely. The time since diagnosis, the levels of KPS, and the levels of physical and roles function, pain and diarrhea in QLQ-C30, and the levels of sore skin, emotional distress in QLQ-CR29 could predict the general quality of life. Therefore, the healthcare staffs need to develop and implement psycho-educational intervention to prevent or minimize adverse outcomes related to cancer diagnosis and treatments, so as to improve their quality of life.

METACOGNITIVE STRUCTURES OF PATIENTS WITH AND WITHOUT CANCER

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There is very little research examining cognitive structures and thinking patterns of patients in comparison to a control group. This study investigated metacognitions of the patients with and without cancer. The participants were patients with cancer (N=279) and patients without cancer (N=212), assessed in a major private hospital in Istanbul. The participants were administered the Metacognition Questionnaire-30. The findings indicated that patients with a cancer diagnosis scored higher than the controls on all subscales of the MCQ-30, $F(1, 489) = 56.57, p = .00$. Patients who received chemotherapy

treatment had the highest scores on the MCQ-30, $F(1, 255) = 5.08, p = .03$. Higher levels of metacognitions were observed in patients who were in early stages of cancer, $F(2, 255) = 5.28, p = .01$, as opposed to locally advanced or metastatic stages. Patients with a chemotherapy history without a history of operation showed the highest levels of negative metacognitions. Findings of this study point out to a need for psychological support programs for patients with cancer, especially those who undergo chemotherapy and those who are in early stages of cancer.

TIME PERCEPTION DIFFERENCES BETWEEN PRODUCTION AND COUNTING

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Time perception has a multi-dimensional structure affected by many internal and external factors. Thus, it is needed to study with basic methodological designs to understand the core concepts of it. In our study, we compare two different time perception paradigm with three different methods. The first paradigm we study in two different experiment is time production. In the first experiment, participants were given numbers changing between 1 and 9 at the beginning of each trial and then asked to produce time in seconds according to the number given. Production of time starts when a white circle as a stimulus comes on a screen and participants stop it with a mouse click when they think the given amount of time has passed. In this way, participants only decide to the ending point of the time. The second experiment is similar with one exception; production of the time does not start with the appearance of the stimulus but with the mouse click of participant and stops with the

second mouse click. Thus, the participant can decide both the starting and ending points of the time. The other paradigm we study is the time estimation which requires the participant to decide how long the stimulus stayed on the screen. To asses this paradigm, again a white circle used as a stimulus in the third experiment. However, in this time, participants are only required to count the time has passed when the stimulus on the screen and choose the right number in a 12-Likert scale to declare their estimation judgment about time in the second screen. Results of these three experiments will be compared to understand the differences between the two paradigms. Furthermore, the effect of the time production method in time judgments will be compared within the same paradigm. The significance of the results in terms of understanding the core aspects of the time perception will be discussed.

FEMALE MIGRANTS ARE “DREAMING”: THE FUTURE WISHES FOR THEMSELVES AND THEIR CHILDREN

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The aim of the present study was to provide a qualitative analysis of wishes that female migrants have about their own future and about their children's future in Turkey. For this purpose, semi-structured interviews were conducted with 41 ethnically different intra-country female migrants who moved from different rural regions and resettled in a metropolitan province of Izmir. The interview form included several socio-demographic questions (e.g. age, income level, ethnic identity), open-ended questions related to migration history and the changes in cultural practices and gender roles. The taped interviews were transcribed and analysed by content and discourse analyses. The findings revealed that three major themes emerged related to

participant's wishes about their own future: 1. Acquisition of property (e.g. buying a house, buying a bigger house etc.) 2. Moving back to hometown 3. Acquisition of a profession and economic freedom, respectively. Concerning their children, it was found that the dominant themes were related to the wishes which the participants would have given better educational or wealthy opportunities to their children. Furthermore, participants mostly wished for their children to acquire a profession to live self-sufficiently and a good spouse to get married. The emerging themes were discussed in relation to acculturation attitudes, the perceived distinctions between rural and urban life, cultural values, gender ideology and individualism-collectivism.

PSYCHOLOGICAL WELL-BEING AND GENERATIVE BEHAVIORS IN MEXICAN ELDERS

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Aging has been viewed from a more positive perspective, where is not only about losses and damage, but also about being on an age where it can enjoy life and live with well-being. The challenge is to find those resources like generative behaviors that seniors have. 188 Mexican adults (60-94 years old), 67% women, 33% men, completed two instruments: The Ryff's Well-being Scales (Deci & Ryan, 2008; Ryff, 1995), with two factors: Hedonic and Eudaimonic well-being, and the Loyola's Generative Behaviors Scale (McAdams & de St. Aubin, 1992), with six factors: 1) knowledge transmitted to the next generation, 2) things to be remember, 3) creativity, 4) be productive, 5) contribution to the community, and 6) responsibility of other people. Psychological well-being and its dimensions were significantly associated ($r > .80$, $p < .001$) with the presence of generative behavior. Finding that the behavior with greater psychological well-being ($M = 81.04$, $SD = 8.18$) was "Things to be remembered", like to write a story, poem or letter. The findings highlight the importance of generative behaviors in adulthood are associated

with well-being. However, by finding differences in the types of generative behaviors at the level of well-being, is proposed the idea that generativity must be contextualized the relationship between environment and individual both the social and psychological dimension. A resource that can be used in the later age is generativity, which refers to the ability of older people to develop and grow through activities that contribute with the improvement of the context in which they live and participate, and thereby improve their psychological well-being and life satisfaction. References: Deci, E. L. & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: an introduction. *Journal of Happiness Studies*, 9, 1, 1-11. McAdams, D. P. & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography. *Journal of Personality and Social Psychology*, 62, 6, 1003-1015. Ryff, C. D. (1995) Psychological well-being in adult life. *Current Directions in Psychological Science*, 4, 99-104.

FEMINIST PORNOGRAPHY: USES AND CORRELATES

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With the rise of the World Wide Web, access to pornography has never been easier. Thus, a large body of research conducted in the past investigated (mostly negative) psychological correlates and consequences of pornography use. Results show that the consumption of hardcore and especially violent pornography is related to a higher objectification of women, the acceptance of rape myths and violence against women (e.g., Hald, Malamuth, & Yuen, 2010). Moreover, findings also indicate detrimental effects of pornography on sexual and body self-esteem as well as on relationship quality (e.g. Leickly, Nelson, & Simoni, 2017; Stewart & Szymanski, 2012). Due to the predominant stereotypical display of gender roles in pornography, the negative effects, and the precarious working conditions of actors in mainstream pornography, some feminist groups call for a general pornography ban. However, feminist pornography—as a countermovement to the prohibition call—has developed in the last years embracing pornography as a chance to communicate healthy, consensual, and pleasurable sexuality without the objectification of women (and men). Unfortunately, research on

psychological correlates and consequences of feminist (in contrast to mainstream) pornography is still in its infancy. Hence, the aim of our study is to investigate possible correlates of feminist pornography. Based on the self-proclaimed goals of feminist pornography producers (e.g., to depict gender equality) and on previous findings concerning (mainstream) pornography use, we examine the impact of feminist pornography on gender role attitudes, sexual self-esteem, body appreciation, and relationship satisfaction. All variables are assessed with an online questionnaire aiming at a sample size of 300 participants. Data collection is currently still in progress and will be completed by December 2018. The survey includes validated scales for each variable, socio demographics, and ad hoc items to assess current mainstream and feminist pornography use as well as interest in feminist pornography. As data collection is still in progress, we unfortunately cannot provide our results at this point. We believe that this topic is highly relevant to the psychological community and will be happy to present and discuss our findings in 2019.

FEELING OF KNOWING JUDGEMENTS UNDER DIFFERENT REMEMBERING STRATEGIES

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Feeling of knowing (FOK) is one of the oldest yet barely understood paradigms. To be able to make judgments on what and how much we learned can affect our future performance for better learning. However, the system behind these judgments should be better understood to ensure their accuracy. In the current study, we assess the FOK judgments of participants under three conditions. At the beginning of the experiment, participants are instructed to learn a series of word pairs. Then their performance on remembering the second word of each word pair is assessed with recall, cued-recall and recognition tasks. Between conditions,

participants are asked to judge their feelings about if they later could remember the word that they could not remember or wrongly remembered in the previous task. They made their judgments on a bar scale between two ends ranging from I could not remember or could remember. Thus, it is tried to get more detailed judgments. Proximity to either ends would present the likelihood of remembering that information in the future. Participant's judgments are compared with what they could remember and could not remember. Therefore, the effect of remembering strategies on FOK judgments will be assessed.

CRISIS LOSSES OF PROFESSIONAL ACTIVITY AT «THIRD AGE»

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The aging process causes many inevitable changes in a person's life, including retirement. For many workers, the pre-retirement period is acquiring a crisis nature, which is connected with the need to assimilate a new social role and behavior, rejection of the usual professional tasks. Retirement means decrease the social professional field and contacts, reducing financial opportunities, worsening social status. The severity of the crisis of loss of professional activity depends on the nature of work (manual workers experience it more easily), marital status and health. The crisis state is associated with psychological traps that arise at this age: "psychological impotence"; professional deformations; preservation of previous relationships and ways of life; loss of professional identification. These destructive tendencies destroy the existing self-concept, generate anxiety and confusion. By the end of the adulthoodstage, both women and men should rethink their place in the socio-professional space, due to the cessation of an active role in

society. A compensatory psychological growth that this age becomes a feeling of self-confidence, or self-acceptance, supporting a person's self-esteem and social value. To overcome the feelings of uncertainty and social and professional inferiority contributes to the emphasis on authority in the workplace, and in the family too. The psychotherapeutic effect of such recognition affects the strengthening of social and professional activity and the increase in self-esteem and self-esteem. Overcoming the crisis of loss of professional activity involves revising the self-concept, finding new meanings of life, correcting self-awareness, enhancing spirituality and morality. And of course, people at this age need psychological support and help. One form of such support can be a socio-psychological education, the purpose of which is to develop a culture of decent living, mastering the skills of personal hygiene, self-service, and home economics. The main thing is to start to form a psychological readiness for meeting old age in a timely manner.

EMOTIONAL RESPONSE TO VIDEO-CLIPS WITH VIOLENT CONTENT: PRELIMINARY RESULTS FROM ALPHA ASYMMETRY AND BETA/ALPHA POWER RATIO

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Past studies on violence processing have addressed individuals' emotional responses to violence scenes, as a means to understand the psychophysiological mechanisms underpinning human aggressive behavior. While some of these studies have targeted the peripheral and central responses of individuals when exposed to scenes displaying physical violence against a human target (i.e., beating, stabbing, shooting), none has considered the specificities of sexual violence. Sexual violence is defined as a sexual act committed against an individual who does not, or is not capable, of giving consent, and it is intrinsically different from the concept of violence as framed in mainstream studies testing individuals' responses to violence contents. Accordingly, this study was aimed at examining whether sexual violence induce specific cortical activation and valence patterns of response. Findings are expected to add on the specific cortical pathways involved in sexual violence processing. Twenty men voluntarily exposed to a

scene displaying a man raping a woman (sexually violent content), scene displaying physical violence against a woman (violent content) and a scene with non-violent interaction among man and woman (non-violent content). All scenes were from commercially available movies. Participants' emotional psychophysiological responses to movie scenes were measured through a 14 channel EEG cap at 128 Hz. Statistical analysis using repeated measures ANOVA did not show significant effects neither on Frontal Alpha Asymmetry nor beta/alpha power ratio across movie scenes. Preliminary findings do not show significant effects across scenes. However, the current results suggest that the raping scene induces more positive valence and less activation than the physical violence scene. Future studies are thus expected to test whether sexual violence yields differentiating responses in the beholder, as well as the behavioral consequences of such specific effects.

CONTRIBUTION OF SPATIAL MODULATIONS OF BRIGHTNESS GRADIENTS TO FACE PERCEPTION

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Most interesting for human vision are the image areas of spatial heterogeneity. Striate neurons (first-order filters) extract brightness gradients. The second-order filters combine the outputs of the first-order filters and detect spatial heterogeneity of the local features. We were aimed to determine the utility that second-order visual features possess in visual images categorization. The observers were students with normal vision. We used 126 face images of both genders, different races and emotional expressions. For Experiment 1, with the help of the second-order filter model, we extracted from initial images those areas where the brightness gradients were spatially modulated. 3 stimuli sets were created from the same input images. The first set retained just contrast modulation areas, the second one retained orientation modulation ones, and the third one had spatial frequency modulation ones. Thus, the stimuli combined those areas of the initial image that contained the same-dimension modulation within different spatial frequency bands. The target stimuli were randomly inserted within the sequence of irrelevant stimuli (objects of various categories created identically). The stimuli duration was not

limited. The observers' task was to detect faces and preferably identify their races, genders, and emotional expressions. 75 observers were engaged in Experiment 1. We discovered that the best performance was obtained if the images consisted of contrast or orientation modulations within the bandwidth of 6 to 22 cpf. Faces were detected in 97% of trials. The percentage of correct answers was 96 for the gender, 95 for the emotional expression, 93 for the race. These results could be obtained when we used 50% of the extracted second-order features with higher modulation amplitude. The information from the spatial frequency modulation areas was not sufficient to solve the task. The target stimuli in Experiment 2 were only different in the fact that they were combined from the initial face image areas which had no spatial modulations. Participants were 25 observers. It was revealed that preservation of just homogeneous parts in the stimuli made face perception impossible. Our results show that the image areas with spatial modulations of contrast or orientation contain all information needed for face recognition. Supported by RFBR (17-06-50141)

GENDER CHARACTERISTICS OF PSYCHOLOGICAL WELL-BEING AND PERSONALITY VALUES IN MODERN HIGH SCHOOL STUDENTS

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The aim of the study is to establish gender differences in the system of personality values and in the indicators of psychological well-being in role of value orientations in psychological well-being for high school students. The theoretical basis of this study consists of K. Riff's concept of psychological well-being and S. Schwartz' theory of universal values. Participants were 69 high school students (32 boys and 37 girls) 16-17 years old from schools of Kazan and Ufa took part in this study. K.Riff's methodology was used for the study of psychological wellbeing. This methodology contains 6 scales that form the unified scale "General level of psychological well-being" (Shevelenkova, Fesenko, 2005). S.Schwartz' methodology (Schwartz et. al.,2012) was used for identifying personality values. Data analysis: U-criterion of Mann – Whitney, correlation analysis with the use of Spearman criterion. Results. It has been established that all the indicators of psychological well-being for girls are higher than for boys. The study has revealed that the significance of "Power Dominance" and "Power" values are higher for boys, while "Benevolence" and "Self-Transcendence" values are higher for girls ($p \leq 0,001$). The values aimed at preservation of traditions and following rules

have negative correlation for both boys and girls. The important things for psychological well-being of teenagers are self-affirmation and striving for change. The conducted correlation analysis revealed that values of psychological well-being according to "Autonomy" and "Personal Growth" scales correlate with value orientations for both boys and girls (with $p \leq 0,01$). The indicators on scales "Positive relations with others" and "Purpose in Life" are interconnected with value orientations only for girls (with $p \leq 0,01$), and indicators on such psychological well-being scale as "Environmental Mastery" correlate with values only for boys (with $p \leq 0,01$). The values for boys and girls are primarily related to those parameters of well-being which reflect the specific features of age and gender. Values, acting like criteria used by people for judging events and themselves, are closely related to well-being. Values also express social expectations, including gender norms. Personality values contribute to the assessment of well-being, present the opportunity to compare one's achievements with gender norms. The study was supported by Russian Foundation for Basic Research, project 18-013-01206

DEVELOPMENT AND VALIDATION OF THE MEDIA AND INFORMATION LITERACY SCALE (MILS) FOR THE 2ND AND 3RD CYCLE OF BASIC EDUCATION IN PORTUGAL

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Communication and sharing of meanings in a highly mediated world require multiple literacies. Regardless of definitions and approaches, these literacies have been open up critical debates about what media skills citizens should have, as well as when they should be acquired. In the present study we report on the process of developing and validating Media and Information Literacy Scale (MILS) for students in the 2nd and 3rd cycles of Basic Education. Construct validity and reliability of MILS were examined with sample of 1151 students in the 2nd and 3rd

cycles of Basic Education in Portugal. The EFA revealed a three-factor structure, consisting of 22 items that explain 53.23% of the total variance. The scale has an excellent overall internal consistency ($\omega_t = .92$), with an adequate internal consistency for all subscales (Cronbach's α and Ordinal $\alpha > .70$). The MILS has good psychometric qualities and could be an advantageous instrument for the prognosis and evaluation of interventions related to media literacy in Portugal.

VALIDATION OF A NEW TOOL TO EVALUATE PACKAGE LEAFLETS OF MEDICINES: LIS-RPL

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Considering the regulations of European Medicine Agency, Package leaflets of medicines (PLs) must be clear and understandable. Importantly, the number of tools to evaluate this type of health documents is very limited. Aim: to validate a tool for evaluating subjects' satisfaction/perception on readability of PLs (LiS-RPL). This study was carried out in 2 Portuguese regions (Lisbon and Centre). Overall, 503 participants (53.1% male) were conveniently selected. They were purposively and homogenously distributed per three groups of education: 1 to 6; 7 to 12; and >12 years of schooling. LiS-RPL was developed in line with the requisites of the European Guideline on the readability of package leaflets of medicines, constituting a Likert-Scale that was pre-tested in a previous study. This tool was initially composed of 14 Items. Participants were required to evaluate 12 randomized PLs with LiS-RPL. An exploratory Factor analysis (EFA) was applied to evaluate dimensionality. Also, a minimum rank Factor analyses (PA-MRFA) was carried out. The

adequacy of the matrix for EFA was evaluated with KMO index and Barlett's test of sphericity. The possible existence of a broad second-order Factor was analysed based on an Exploratory Bifactor Analysis (EBA) with Schmid-Leiman Solution. Factor simplicity was checked with Bentler's Simplicity Index (BSI) and Loading Simplicity Index (LSI). Reliability was proved through the application of diverse coefficients. The EFA suggested a two-Factor structure consisting of 12 Items and explaining 69.11% of variance. Factor were strongly correlated with each other ($r = 0.80$). The Schmid-Leiman solution indicated the existence of a general Factor (loadings above .50). Good simplicity indices: BSI = 0.99 (percentile 99) and LSI= 0.48 (percentile 99) were found. Internal consistency results indicated a good reliability of the LiS-RPL. We have validated LiS-RPL, which seems to be an appropriate tool to evaluate Participants' satisfaction/perception of European Portuguese PLs.

THE EMOTION REGULATION INTERVIEW-REVISED FORM: INITIAL PSYCHOMETRIC PROPERTIES IN TURKISH

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Background: Among recent factors that drawn attention of researchers in clinical psychology, emotion regulation (ER) is critical factor, owing to some findings showing its associations with many psychopathologies as well as well-being in general. A variety of measures have been developed to evaluate different strategies and difficulties in ER and most of them are self-report instruments. In order to eliminate some limitations of present scales by providing a more comprehensive and detailed assessment tool, the Emotion Regulation Interview (ERI; Werner et al., 2011) based on the main process model of ER and specialized for social anxiety has been developed.

Aim: Although there are several scales aimed to assess this concept in Turkish, there is no effort for adaptation of such interview yet. Furthermore, ER has been suggested to be not only intrapersonal but also interpersonal concept and it is important for other emotions as well. Thus, the basic purpose of the current study is actually to adapt and examine psychometric properties of the ERI in Turkish but at the same time, we revised to extend the scope of ERI by including some items on interpersonal nature (e.g., social

support seeking) and some other strategies (e.g., rumination) that can be adjusted various emotions (i.e., anxiety, sadness, anger).

Method: The sample of the study will be consisted of 100 adult participants. The participants will complete a series of scales about ER, difficulties in ER, attachment patterns, relationship and life satisfaction, depression, anxiety and stress, and will be interviewed via revised version of ERI.

Results: Within the scope of reliability analysis of ERI-Revised Form, after 1 month from the first administration, interview will be reapplied to 20 of the participants and test-retest reliability will be evaluated. Correlation coefficients between ERI subscales and that of relevant scales will be examined for evaluating convergent validity.

Conclusion: It is considered that expansion of the scope of this revised ER interview form would provide important contributions to the field of research and applications in clinical psychology, because it evaluates various ER strategies used by the individual in different situations that awaken a specific emotion.

THE IMPORTANCE OF TRANSVERSAL COMPETENCIES IN ACADEMIC SUCCESS: THE COGNITIVE FLEXIBILITY

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To identify the importance of cognitive flexibility in academic success was the objective of the study. The research hypothesis is the following: the cognitive flexibility is predictive of academic success. There are a growing recognition on the importance of transversal competencies, where is the cognitive flexibility, in the learning, with reflexes on smart behaviours. The reference to these competencies as essentials in the XXI century is recurrent in the literature (Binkley, Erstad, Herman, Raizen, Ripley, Miller-Ricci, & Rumble, 2012; Lippman, Ryberg, Carney & Moore, K. A. 2015; Delors et al., 1996; Gordon, Halasz, Krawczyk, Leney, Michel, Pepper, Putkiewitz, & Wisniewski, 2009). To analyse if cognitive flexibility can predict academic success, multiple linear regression studies were performed (stepwiser proceedings). In this study the independent variables were (i) cognitive variables, among them the cognitive flexibility measured through the cognitive flexibility development test (Guerra, 2012), the crystalized intelligence measured trough comprehension of WAISIII subtest, the fluid intelligence measured trough the progressive matrix of Raven III test, the self-perception of cognitive flexibility measured

through the cognitive flexibility scale (EFC, Guerra, 2007), the self-perception of practical intelligence (API, Guerra, 2007), the self-perception of emotional intelligence (EIQV) and the self-perception of social competencies (TPCS, Candeias, 2001) and (ii) sociodemographic variables (age and genre). As dependent variables the academic results (average note of access to higher education, the actual course average note and the notes of Portuguese and math chairs in the 12 th year: the one before the higher education level). The study was performed on a sample of 603 students belonging to 15 different study areas in the Portuguese public higher education. The final model of predictors, in the majority of situations, retained only cognitive variables and the cognitive flexibility comes up, in all situations, as the bigger predictor. The average note of access to higher education explains 34,1% of the found variance, the actual average note explains 27,1%, the Portuguese's note explains 27,3% and math's note explains 19,2%. These results suggest, globally, an important contribution of cognitive flexibility to academic success.

ANALYSIS OF COPING TENDENCIES AND ABILITIES AMONG THE YOUTH IN LITHUANIA AND RUSSIA

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The first variant of adaption Ways of Coping Questionnaire for further validation among Lithuanian population has been done (N=761). Scales` consistency test (Cronbach's Alpha) has the minimum acceptable level of alpha in scales measuring coping as a disposition about $\alpha = 0.65$. For intra-individual questionnaires, such as WCQ, lower values of alpha are allowed (about $\alpha = 0.55$). The results obtained in Lithuania show not very high consistency of scales: in the period of $\alpha = 0,578 - 0,759$. Especially low they are for Accepting Responsibility $\alpha = 0,578$; Self-Controlling $\alpha = 0,584$; Confrontive Coping $\alpha = 0,600$ coping scales. The best Alpha is shown for Positive Reappraisal $\alpha = 0,759$ and Seeking Social Support $\alpha = 0,734$; Planful Problem Solving $\alpha = 0,694$ coping scales. One of the reasons of low to middle self-consistency of coping scales is the following. The "direct-back" translation from English into Lithuanian and back from Lithuanian into English was not done according to a standard procedure – only by one person (not by 3 as demanded). It could have influenced meanings` transmitting wrong or distorted it to the translated

into Lithuanian items (Kline, 2015). Concurrent validity has not yet been got. The problem is – there is not a single psycho-diagnostic coping instrument in Lithuanian now. Thus the process will include getting correlations with other important tests giving indicators of adaptive / maladaptive behavior (i.e. Self-efficacy Scale, STAI, BDI, etc.). All average coping strategies` means are of middle-below middle level. It could manifest no stress / not tense coping, or "indifference" to stressors. General observations of the sample (all belong to social risk groups) are helping guess that people are recognizing, reflecting, and understanding their own psychological states and experiences (stress, depression, social ill-being) and their outcomes weak. Statistics shows weak sex differences and more evident cross-cultural and age differences in the sample. All coping meanings among Russians are higher, (especially Self-controlling, Planful Problem Solving), which is connected with either higher stress levels or its better recognizing, as the Russian sample consists of people belonging to different socio-cultural context.

EVIDENCE-BASED ON TEST CONTENT OF THE THREE MOST COMMONLY USED TEST DESIGNED FOR ASSESSING BROAD AUTISM PHENOTYPE

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The broad autism phenotype (BAP) has been defined as a set of subthreshold characteristics qualitatively similar to those presented in autism spectrum disorders (ASD: Hurley et al., 2007). Three self-report questionnaires have been typically used to assess the BAP: the Broad Autism Phenotype Questionnaire (BAP-Q), the Autism Quotient (AQ), and the Social Responsiveness Scale (SRS). Wainer et al. (2011) confirmed that, when applied together, these three tests form a robust three-factor structure coherent with the original BAP structure: pragmatic language difficulties, aloofness, and rigidity. However, the present ASD definition in the DSM-V is structured around only two domains: 1) deficits in social communication and social relation, and 2) a pattern of repetitive restrictive behaviors and interests. This study aimed to explore to which extent the content of these three BAP tests suits in the new BAP two-domain conceptualization. We performed two expert judgments so as to assess which items of the BAPQ, the AQ, and the SRS would have adequate item-metric properties and would be relevant for assessing the BAP subdomains to which they would belong according to their content. Firstly, a group of five

experts, four in neuropsychology and one psychometrics assessed the clarity, comprehensibility, concretion, degree of self-reference, and evaluation of the items. Seventy-seven items were selected for conducting the subsequent expert judgment. Secondly, a group of 22 judges (20 professionals and 2 academics) evaluated the items from the three tests regarding their relevance. We selected items according to the Aiken's content validity coefficient. Our results revealed a remaining pool of 51 items selected, 32 for social communication and social interaction impairments, and 19 for a restrictive and repetitive pattern of behaviors and interests. These findings point to a possible under-representation of several subdomains, which leads us to conclude that a new test assessing properly (with a representative sample of subclinical ASD indicators) all the BAP domains and subdomains is needed. This research was supported by a grant (PSI2015-65248-P) from the Spanish Ministry of Economy and Competitiveness, co/founded with ERDF (FEDER) funds. MGG is supported by a pre-doctoral grant by the Ministry of Education, Culture, and Sport (FPU2015-01562).

FACIAL APPEARANCE AND PERSONALITY TRAITS: HOW WE MAKE FIRST IMPRESSIONS FROM OTHERS' FACES.

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People willingly judge the personality traits of others from mere facial appearance, and these impressions can be surprisingly accurate, for example, resulting in better than chance discrimination of Extraversion and Neuroticism, even under highly restricted conditions with neutral face images (e.g., Jones, Kramer, & Ward, 2012). However, there has been no systematic investigation of how facial expression might reveal or conceal cues to personality in such images. The current study explored to what extent accurate discrimination was affected by a voluntary smile. Individual photos of 48 European women scoring high and low on Extraversion and on Neuroticism were presented, with smiling and neutral photos of each woman mixed within blocks, to 120 observers. As expected from previous studies, we found accurate discrimination with Neutral expressions, for both Extraversion and Neuroticism judgments. Furthermore, as expected, smiling images were

rated significantly higher for Extraversion and significantly lower for Neuroticism. However, the results of most interest related to how accuracy (the difference between the ratings of women with high and low trait values) was affected by the voluntary smiles. Here we found that smiling interacted with the trait, such that smiling had little effect on the accuracy of Extraversion discrimination, but drastically reduced the accuracy of Neuroticism judgments. These results demonstrate that the effects of facial expression on accurate personality inference depend very much on the specific trait being judged. Finally, we also measured Autistic Quotient (AQ) and other autism-related scores of observers, to see if accurate discrimination of traits from appearance was correlated with subclinical levels of autistic traits. No such correlations were found. We speculate on why smiling may have trait-specific effects on observer accuracy.

THE EFFECT OF SCHIZOTYPY AND SEX IN SOCIAL FEAR LEARNING

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Schizotypy is defined as a combination of traits qualitatively similar to those found in people with schizophrenia (Johns & van Os, 2001), but milder in their expression, that can be found in the general population (Badcock & Dragovic, 2006). Since animal models of schizophrenia have suggested fear learning impairments (Gill et al., 2018), we aim to explore the relationship between this type of learning and schizotypy. Some studies also suggest a higher fear conditioning measuring skin conductance response (SCR) in women than in men (Inslicht et al., 2013). Therefore, we investigate how sex may influence the social learning of fear depending on the presence of schizotypal personality traits. All participants (undergraduate students) completed the Schizotypal Personality Questionnaire (SPQ; Raine, 1991). After that, during the observation phase, they visualized a video that showed a learning model sitting in front of a computer screen who received an uncomfortable shock (US) seven times (out of ten) when a specific coloured square was presented (CS+) on the screen. However, when a different coloured

square (CS-) appeared, the shock was never given. Later on (test phase), they were told they were about to do the same experiment so they will receive shocks paired with the same coloured square as the learning model. However, they never received a shock. We registered participants skin conductance response (SCR) to assess learning, which allowed us to explore their autonomic response through the observation and the test phases. In order to analyse the data, we took into account the sex of our participants and their score in every factor of the SPQ. To our knowledge, this is the first study which explores the relationship between schizotypy and fear acquisition through observation. The results are discussed in light of previous literature on schizophrenia and observational fear learning. This research was supported by a grant (PSI2015-65248-P) from the Spanish Ministry of Economy and Competitiveness, co-funded with ERDF (FEDER) funds. MGG is supported by a pre-doctoral grant by the Ministry of Education, Culture, and Sport (FPU2015-01562).

COMPARISON OF TWO QUESTIONNAIRES OF STUDENT OPINION OF UNIVERSITY STUDENTS ABOUT TEACHING PRACTICES.

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Education is a fundamental factor for the personal development. However, in order to fulfill its mission, it is essential to improve its quality. For this, among other factors, teachers must be offered the tools that contribute to perfecting their work. In this sense, the first step is to identify the teacher profiles. However there is a lack of consensus about which are the characteristics of the ideal instrument to respond to this need. The purpose of this paper is to compare two questionnaires of students' opinions on the teaching practices answered by the students of the Psychology Department of a Mexican public university. Two instruments were used, the Student Opinion Questionnaire on Teaching Practice (COPDE), consisting of 52 items on the Likert scale of five categories that range from never to always, grouped into four dimensions; and the Opinion Questionnaire on Teaching Performance (Codd), consisting of 14 items, 2 of them dichotomous, and the remaining 12 on a Likert scale of four categories that range from never to always, grouped into six dimensions. Both instruments were answered,

independently, by the students at the end of the 2016-1 school period (fall of 2015). 3030 questionnaires were recovered from the COPDE and 5511 from the Codd, referring to 222 and 246 teachers, respectively, out of a total of 296 teachers. The analysis was done with only 13 items from the COPDE and 12 from the Codd, considering that them were the most similar in both instruments. The median value is 4, maximum possible, in all the Codd items, 5 in 62% and 4 in the remaining COPDE items. The percentages of response per item vary between one instrument and another, without significant differences between them. The qualitative analysis showed that the constructs of practice and teacher performance seem to allude to the same topic. Both instruments are correlated, although the length of the COPDE allows to explore in greater detail the dimensions of interest. The analysis should continue to propose an alternative that recovers the benefits of both instruments considering that these are applied simultaneously in the institution.

WHY GIFTED ADOLESCENTS LIKE LEARNING?

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Modern studies show that intrinsic motivation and interest are characteristic features of gifted people that stimulate their high achievements (Vallerand, 1994, Gottfried et al., 2006, Gordeeva, 2011). Why do gifted adolescents like learning? The goal of our study is to understand the values of gifted adolescents as the source of their high intrinsic motivation. Two groups of adolescents participated in the study – gifted learners (N=66) and learners from a common school (N=45). Gifted teenagers were recruited from one of the top-5 Moscow schools among those who demonstrated high intellectual performance (victories in all-Russian competitions and high scores in the Russian National Exams). To understand the value orientations of the adolescents, we analyzed their qualitative answers to the question “What do you think happiness is?”. To measure subjective well-being the Lubomirski’s subjective happiness scale [Lyubomirsky, Lepper, 1999; Osin, Leontiev, 2008] and the dispositional optimism scale by Carver and Scheier (LOT) were used. Both questionnaires showed satisfactory reliability (the Cronbach alphas ranged from 0.79 to 0.82). Two qualified experts-psychologists identified eight qualitative categories of the analysis of adolescents understanding of happiness

including joy and pleasure, meaningful life, achievements, health, happy close relationships with other people, having a family, etc. The answers were analyzed blindly. Analysis of the qualitative responses in the two groups showed that there are similarities as well as significant differences in the understanding of happiness among the adolescents of the two groups, which obviously reflect their values. Firstly, the gifted adolescents significantly more often associated happiness with a meaningful life within which a person can develop, create and express themselves ($p < .01$). Secondly, the gifted adolescents tended to relate happiness to achievement. Thirdly, the gifted adolescents significantly less often associated happiness with family and close relationships with people ($p < .05$). No differences in happiness itself and other measures of psychological well-being were found which confirms that the obtained results are not due to the level of adolescents’ psychological well-being, but to their value orientations. Gifted students conceptions of happiness helped to shed light on why gifted adolescents love to learn and have higher achievement intrinsic motivation than their peers who don’t demonstrate high intellectual achievements.

THE RELATIONSHIP BETWEEN ALTRUISTIC PUNISHMENT AND COOPERATION

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Contrary to what the theory of kin selection (Hamilton, 1971) suggests, humans cooperate with strangers in large groups. Theorists have been concerned for many years with the question of which mechanism is responsible for the survival of the cooperative behavior in social groups. Some researchers have referred to the phenomenon of altruistic punishment in order to respond to this question (Boyd et al, 2003). Because some members of a group punish noncooperators at a cost to themselves, researchers have suggested that altruistic punishment should be regarded as a second-order cooperation. The aim of this study is to investigate the relationship between altruistic third-party punishment and cooperation. There is some evidence (Fehr and Gächter, 2002) showing that average cooperation between members of a group has sharply increased in the presence of punishment, whereas it is decreased in the no-punishment condition. However, most of the research showing the relation of altruistic punishment and cooperation have been conducted in laboratory settings. In this study we

aim to examine this relationship in social life. We will give participants some scenarios including norm violation by a member of their own social group and investigate whether punishment of the noncooperators will increase their intention of cooperation with another member of their group. The sample will consist of 150 participants. In the punishment condition participants will have the option of punishing noncooperators while in the no-punishment condition there will not be this option. Then we will measure the participants' intention of cooperation with a member of their group in the two conditions and compare them. We are expecting that the level of intention of cooperation in the punishment condition will be higher than that in the no-punishment condition. Furthermore, we will examine the moderating role of one's identification with ingroup in the relationship between witnessing norm violation and punishment. We are expecting that strong ingroup identifiers will punish the violator more harshly than weak identifiers do. The findings will be discussed in the frame of regarding literature.

RESULTS OF A STUDY ABOUT THE EFFECTS OF A MUSIC INTERVENTION ON ANXIETY LEVELS DURING PORT CATHETER SURGERY

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Stress and pain reductions by music during surgical procedures have been shown in different medical settings. Nevertheless in small operative procedures like port catheter surgery evidence is sparse. In this pilot study 20 patients undergoing port catheter placement or removal with local anesthesia have been randomly assigned to music vs. no music intervention during surgery. The medical staff was blinded to whether the patient listened to music or not. Stress levels were measured by subjective (STAI questionnaire, visual analogue scales) and objective (vital parameters, saliva cortisol and

amylase levels) parameters at different time points on the day of the surgery (before, during and after). There was a significant drop from before to the end of the surgery in state anxiety ($p=.042$) and heart frequency ($p=.047$) in the music intervention group. For cortisol and amylase only a trend towards lower levels in the music intervention group could be detected at this point. These preliminary results show a positive influence of music intervention in the setting of port catheter placement. Further results will be presented at the conference.

AN INTEGRATED APPROACH FOR TREATING DEPRESSION AND ITS INFLAMMATORY CORRELATES: PSYCHOTHERAPY AND A HEALTHY DIET

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Depression is considered a systemic illness often associated with low-grade inflammation. Despite several treatments have shown to be effective on depression, the relevance of adopting an integrated approach emerges, working both on mood unbalance and on the associated inflammation. Given these premises the aims of this randomized trial were: 1. The assessment of the efficacy of a structured Functional Therapy program (FT) (a body-oriented psychotherapy approach) both on mood and inflammation, in patients with depression (PSY group). 2. The efficacy of the addition of a diet that mimics fasting (FMD) to modify mood and inflammation (PSY-D group). 20 consecutive patients were recruited from the Unit of Psychiatry of the Policlinico "P. Giaccone" in Palermo. Subjects with an inflammatory disease, schizophrenia, bipolar disorder, or a QI<60, or a BMI<17 or >34.99 were excluded. After the recruitment, subjects were randomized into two groups, PSY or PSY-D (T0). The PSY group completed an FT protocol (20 individual sessions), which were scheduled twice a

week for the first two months and once a week for the last month (three months total). PSY-D group completed both FT protocol and FMD. The subjects were retested at the end of the treatment (T1) and three months later (follow-up) (T2). A significant reduction of depression ($F(2,18) = 35.516, p = .001$), together with an increase of self-esteem $F(2,18) = 17.860, p = .0001$ and quality of life ($F(2,18) = 25.246, p = .00002$) was highlighted in the PSY group. Also for the PSY-D group the same changes in mood ($F(2,14) = 85.598, p = .000$), self-esteem ($F(2,14) = 51.174, p = .00005$) and quality of life were highlighted ($F(2,14) = 30.979, p = .00002$). Furthermore, comparing PSY and PSY-D no significant differences between groups on mood, on those parameters were highlighted. However a non-significant trend was highlighted orienting for a stronger result on PSY-D group. We are evaluating the efficacy of those treatments on blood cytokines. The FT program has shown a strong efficacy on depression, highlighting the necessity to treat this disorder through an integrated approach.

FEATURES OF FIGURATIVE THINKING IN ARTISTICALLY GIFTED JUNIOR SCHOOLCHILDREN

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As shown in A.G. Asmolov, V.V. Rubtsov, V.I. Slobodchikov, V.A. Yasvin's researches, the educational environment is a factor contributing to the creative development of the individual and the development of creative talent. We conducted a research for the purpose of studying of features of the development of figurative thinking of gifted younger schoolchildren, who have pronounced abilities in artistic creativity and are engaged in the Children's Art School. Diagnostics of the image of the world and the level of development of figurative thinking of younger schoolchildren was carried out on the basis of the Children's Art School (60 people) and the secondary school of Morozovsk (60 people). We used the test "Assessment of figurative thinking", the test "Picture of the world". For quantitative data processing, mathematical methods were used: Pearson Chi-test, Mann-Whitney U-test, dispersive analysis. A comparative analysis of the peculiarities of the image of the world of younger schoolchildren from the Children's Art School and the secondary school showed that there is a tendency towards significant differences in the choice of a

landscape picture of the world. The "landscape" picture of the world is characteristic of 76% of junior schoolchildren of the art school and 58% of students in the secondary education school (the differences are significant). There are significant differences in the development of figurative thinking: younger schoolchildren from the School of Arts have a higher level of development of figurative thinking than students in the secondary education school: 58% of pupils of the school of arts have a higher level of development of figurative thinking, while this indicator is typical only for 40% of students of the secondary educational school. Dispersion analysis made it possible to establish the existence of a connection between the features of the image of the world and the development of figurative thinking: for schoolchildren depicting landscape and mediated pictures of the world, a higher level of figurative thinking is characteristic than for pupils depicting a planetary picture and a picture of their immediate environment. The author (of the material) is the winner of the Vladimir Potanin Scholarship Program 2017/2018. Published by the grant of the V. Potanin Charitable Foundation.

THE MODEL OF CLOSE RELATIONSHIPS IN RUSSIAN YOUTH

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The choice of a partner and the script for developing intimate relationships depends on the value representations about the family (Byng-Hall, 1985), and the behavior patterns observed in parental family that can be regarded as an aspect of intergenerational transmission. In studies analysing intergenerational transmission of working models of intimate relationships, the similarities and discrepancies in representations of parents and children were found (Grigorova, 2016). Currently, we are witnessing generational shifts in the phenomenology of close relationships that lead to conflicting ideas about intimacy among young people. However, the essence of these contradictions is not well understood and described. The study was aimed to describe the model of intimate relationships in representations of young people based on their image of parental family and their future family. The study involved 80 respondents from full families; 39 men and 41 women, mean age = 21.8 ± 1.42 years old. Method: a questionnaire for identifying the representations of intimate relationships in one's own future family and in parental family; the questionnaire "Role Expectations and Preferences in Marriage" by

A.N. Volkova; the method "Evaluation of the sexual profile" by O.F. Potemkina. Parametric t-student test, Chi-square Pearson test were used for data processing. The data analysis had showed a greater willingness of young people, compared to their parents, to openly express their feelings, privately and on public, verbally and non-verbally; to feel more relaxed in demonstrating their naked body ($p \geq 0.003$). Significant differences emerged ($p < 0.001$) in such parameters as "parental-educational sphere" and "social activity" ($p < 0.001$) and in representations of the sexual sphere in parental family and one's own family. And a similarity was found in the parameters "emotional support" and "identification with a partner". The differences lie in the importance of common extra-familial interests, as the basis for building and maintaining relationships, and the meaning of the sexual intimacy. For young people, the sexual sphere is more important than, in their opinion, for their parents, who, in order to maintain family relationships, focus on parental functions and on household duties. Funded by RFBR, No 18-013-00599.

INFLUENCE OF MANAGERS' GENDER AND JOB POSITION DESERVINGNESS ON STEREOTYPES, EMOTIONS, AND BEHAVIORS

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The objective of this study is to experimentally investigate, in Spanish and Italian samples, the effect of managers' gender and deservingness of the job position on the stereotype content dimensions (morality, sociability and competence; Leach et al., 2007) and emotions and behaviors proposed by the BIAS Map model (Cuddy et al., 2007). We also evaluated schadenfreude following a negative event occurred to the target. Based on the "Think Manager-Think male" paradigm (Schein, 2001) and literature on schadenfreude and gender (Spears, 2013), a 3 (Gender: Male, Female, Not specified) × 2 (Deservingness: Yes, No) between subject design was used. Participants (N_{Italy} = 189; N_{Spain} = 171) were randomly assigned to one of six experimental conditions. They had to read a description of a manager (either man, woman or gender not specified) whose academic and working trajectory made him/her/it worthy or unworthy of a future job promotion. Next, stereotype, emotions, and behavioral tendencies towards people with similar characteristics as the target were assessed. Finally, a negative event was presented, and schadenfreude and

perception of deservingness of the event were measured. For each sample, MANOVAs showed that: (a) Gender did not have significant effect on the stereotypes regarding the target. Nevertheless, the presence of a bias has been confirmed: a manager receives more stereotypically masculine than feminine evaluations; (b) Deservingness has a significant effect on each dependent variable (except envy in both samples; and compassion in the Spanish sample). Subsequent univariate analysis revealed that a person deserving its high-status job position was considered more competent, sociable and moral, elicited more admiration and less contempt, and more facilitation and less harm behavioral intentions than a person that did not deserve its job position. Also, a target worthy of its position elicited less schadenfreude than an unworthy target. In conclusion, in both samples, Spanish and Italian, the deservingness of a high job position plays an important role on evaluations towards managers concerning stereotypes, emotions and behaviors, regardless target's gender.

EMOTIONAL REGULATION AND COPING STRATEGIES IN VICTIMS OF DATING VIOLENCE

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Dating violence (DV) has serious consequences on the health of young people. It is defined as aggressions (physical, sexual or psychological) practiced by one of the couple's members (who do not cohabit, have no children in common or have no judicial ties) against the other. In this study we analyzed a) the types of DV victimization by sex; b) the emotional regulation and coping strategies (Measure of Affect Regulation styles; MARS) adopted by victims in comparison with non-victims; c) the relationship between DV and well-being among victims. In a cross-sectional study, with Spanish students (N = 650; 466 female and 269 male; age between 13-25 years, M = 20.04, SD = 3.029), some participants answered to the questionnaire in paper (47.8%) and others online (52.2%). The sample was divided by victims of some episode of DV (N = 484, 75.2%) and non-victims (N = 160, 24.8%) (n=6 lost values). Results indicate that the highest frequency of DV victimization was detachment (64.1%), coercion (53.1%), humiliation (35.1%), sexual (27.6%) and physical (14.8%) violence. Victimization from sexual violence among women (31.1%) was higher compared to men (18.6%) ($\chi^2 = 10.33, p = .001$).

The victims (vs. not victims) adopted more 14 of the 17 emotional regulation and coping strategies: direct instrumental, psychological abandonment, social isolation, social support, rumination, distraction, reappraisal, social comparison, acceptance and self-control, passive physiological regulation, inhibition and suppression, venting, confrontation, regulated expression. The level of well-being was lower among victims (M = 6.47, SD = 2.18) than non-victims (M = 7.45, SD = 2.15) (F = 23.948, p = .0001). In addition, some of the strategies, such as, psychological abandonment, social isolation, rumination, passive physiological regulation, inhibition, confrontation and regulated expression, were negatively related to well-being. While others, such as, problem-directed action, search for social support, positive re-evaluation, the search for self-rewards, active physiological regulation and discharge, were positively related with the wellness. These results support the idea that DV diminishes the well-being of the victims and highlight the importance of emotional regulation and coping strategies among DV victims to face violent relationships.

WE CAN STOP BELIEVING IN MEMORIES OF ANY AGE.

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The phenomenon through which an autobiographical memory is no longer believed to be a representation of an event that really happened, despite a vivid recollection of the event, has been termed a nonbelieved memory (NBM). The age distribution of NBMs reported by young and older adults typically reflects a large proportion of events dated to childhood. The present study aimed to further investigate the age of origin of NBMs by using instructions that include an NBM related to adulthood. Participants aged from 40 to 80 years were asked to describe an NBM, to explain why they

had stopped believing their memory, and to rate its phenomenal characteristics. Participants also described and rated an age-matched believed memory (BM). The results revealed a similar proportion of nonbelieved events experienced in childhood and adulthood, thus calling into question the hypothesis that NBMs are mainly related to childhood events. We also found that NBMs might emerge for different reasons depending on the time of events. Additional analyses indicated that, overall, the influence of temporal distance on the ratings of phenomenal characteristics was similar for BMs and NBMs.

SOME COMPONENTS OF SELF-PERCEIVED QUALITY OF LIFE AND FUTURE'S EXPECTATIONS OF YOUTH WITH AND WITHOUT DISABILITIES

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Quality of life is a complex construct that requires a multidimensional research approach and the assessment of both subjective and objective factors. Young peoples' future expectations are usually positively correlated with the quality of their life, while youth with disabilities can either have high expectations from the future that may or may not be realistic, or they may be unsure of their future. Therefore expectations from the future in youth with disabilities are often described as highly individualistic in their nature. In order to determine perceived quality of life and expectations from the future in youth with and without disabilities, the following instruments were used: Comprehensive Quality of Life Scale Intellectual/ Cognitive Disability (Cummins, 1997), Personal Wellbeing Index-Intellectual Disability (Cummins, Lau, 2005), Future's Expectation (Ajduković, Kulenović, 1993, in Urbanc, 1999) and How Do I Evaluate My Own Future (Urbanc, 1999). The sample of participants included 218 young people who attended final secondary school classes. According to the type of education and the educational program, three sub samples were

formed: 1. youth with disabilities included in special education program in special schools; 2. youth with disabilities included in special education program in regular schools; 3. youth without any disabilities attending regular schools. Multivariate data analyses showed the difference between objective components of self-perceived quality of life in youth with and without disabilities, while all of them perceived higher quality of life. Typical youth from regular schools had significantly lower future's expectations and were less afraid of the future in comparison to their peers with disabilities from regular schools. The significant correlation was found between specific components of self-perceived quality of life and future's expectations in youth with and without disabilities. Obtained results point out the need for systematic and continuous monitoring of young people during the period of their transition to the adulthood. Special attention should be payed to young people with disabilities, in order to create more advanced national policies for them and give adequate support at the system level.

MULTIFACTOR MODEL FOR STUDYING THE ATTITUDE TO APPEARANCE: THEORETICAL BASES AND EMPIRICAL RESEARCH

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"Multifactor model for studying the attitude to appearance" was developed on the basis of theoretical analysis and compilation of data on the impact of socio-cultural, socio-demographic, socio-psychological, personal factors on the importance, satisfaction, concerns, estimates and self-assessments of the appearance in the interpersonal and intra group interaction (Drozdova, Labunskaya,2017). In the center of this "model" there is a phenomenon – the "value of appearance" (Labunskaya, Serikov,2018). "Model" reflects interferences of the "value of appearance" and various phenomena, connected with appearance (the self-attitude towards appearance, estimates and self-assessments of the appearance, satisfaction, concern about appearance). "Model" reflects interaction of set of factors which cause a certain place of the "value of appearance" in hierarchy of values of the person. The importance of value of appearance in various spheres of life can have positive and negative consequences: decrease in success of training; restrictions in the sphere of labor employment; deformations in the sphere of the child parental relations; violations in the sphere of the family and marriage and romantic relations.

On the basis of the significance of the values of the appearance is formed "Lookphobia", elected by the discriminatory practice-"lookism". In our empirical researches it is emphasized that the attitude towards appearance, is studied, mainly the western psychologists. Considering influence of socio-cultural factors, the task of studying of the attitude towards appearance of modern Russian young people is set. Results of a number of our researches indicate dynamics of ideas of the Russian students of the functional importance of attractive appearance in the educational sphere; on the differentiated approach to estimates of appearance of teachers and self-assessments of students (Bzezjan, Labunskaya,2018); on the importance of appearance for the sphere of the romantic relations (Gura, Labunskaya,2018). These and many other data indicate, that Russian young people has developed a point of view on "investment force appearance" i, as social capital. The results of our studies confirm the findings of foreign researches. This study is conducted in the frameworks of the research project №17 1801260 supported by the Russian Science Foundation

AN INTERDISCIPLINARY APPROACH TO WELL BEING AND RECOVERY POST HURRICANES

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Every year, for the six months that lasts the hurricane season, the Caribbean Region faces potential forms of disasters (i.e., hurricanes, flooding, and earth wakes). Puerto Rico was recently hit (in September of 2017) with a category five hurricane called María that led to massive devastations. Several efforts have been developed to aid the recovery of the island whereas many psychologists have played a crucial role. One of those efforts was initiated at the University of Puerto Rico, through a collaborative agreement with the Hispanic Federation, to offer direct and indirect services to address the mental health and recovery needs of the population of Puerto Rico affected by hurricane Maria. Our ultimate goal is to develop

an innovative, replicable, and evidence-based model of training and service delivery for natural disasters that attends to the immediate needs of our population in the aftermath of María (including identification and treatment of trauma related to natural disasters). This represents an innovative multilevel approach to services with an inter-disciplinary focus to mental health, whereas, expertise from the fields of social work, rehabilitation counseling and psychology are brought together for its design and implementation. For this presentation, we will discuss the conceptual framework of such interdisciplinary approach, which includes the cultural adaptations of the model, with a focus on the lessons learned from this experience.

THE CONCEPT OF HAPPINESS ACCORDING TO SOCIAL CLASS, AND ITS MODAL REFERENCES

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The concept of happiness according to social class, and its modal references. Happiness is a concept of difficult definition, in content as in operationalization. His study is of increasing cultural and social interest as seen in an increasing literature and the dissemination of rankings comparison between countries. There are psychometric instruments to measure happiness, emerged in Anglo-Saxon culture, but the identification of concepts and instruments born in Latin American culture is just beginning. The main objective here is to synthesize first of all the concept of happiness reported in two independent studies of samples of Chileans of popular and middle-class sectors ($n = 141$ and $n = 341$ respectively) with their respective meanings. Second, the frequency of nine philosophical referents of Happiness is reported in a sample of convenience ($n = 750$) of two cities

of the center-south of Chile. It is observed that in the imaginary of people from popular and middle-class sectors, happiness refers to a state of mental equilibrium and achievements. There is a more marked reference to the satisfaction of basic necessities for the first sector and to the interpersonal relations in the second. The modal philosophical reference – predominant – of happiness is that of satisfaction. The educational level appears associated with a greater affiliation to the referents tranquility and stoicism. The young conform more to the referents satisfaction and Carpe Diem. These results are compared with those of other countries of America and the differences of referents of happiness are discussed according to social status and the life cycle, in the context of the Latin American culture. Key words: Happiness, concept, social classes, philosophical referents.

MAKING DECISIONS: SATISFYING, MAXIMIZING, MINIMIZING, AND THEIR DIFFERENT EFFECTS ON WELL-BEING.

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Making decisions is an area of sustained science development because of its obvious and undoubted importance. Among the theoretical concepts related to this, maximization and satisficing have been central in psychology and other sciences. The scientific literature with regard to the concept of maximization and the instruments to measure it has become dominant, but the orthogonality of the proposed dimensions as components of it has been discussed. Notwithstanding Simon's approach (1951, Theory of limited rationality) that the dominant tendency in human functioning would be satisficing and not maximization, this – and probably because of dominant pro-capitalist education – has been privileged in his study over other concepts. In addition, a strong accent has been placed on the models of measurement of maximization, being

rare to find a discussion on the founding theory and its social implications today. Here it is discussed about that emphasis and of this lack respectively. We review particularly the concepts of maximization, satisficing and the most recent minimization, based on three conceptualizations and theoretical models, and their relationships with three measures of subjective well-being: grief, happiness and vital satisfaction. Models are assessed in a sample of 402 Chilean university students. Our results provide paradoxical evidence of the theoretically established relationships with respect to evidence from international literature. This is discussed here in its theoretical implications, for the conceptualization of decision-making and the empirical consequences of measurement.

COMPARING HUMAN PERFORMANCE MEASURED USING DIFFERENT PSYCHOPHYSICAL METHODS AND TASKS

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Human performance of detection and discrimination tasks in behavioral experiments is traditionally characterized with some descriptive variable such as a threshold or d-prime. In conventional psychophysical methods, the stimuli used in the experiment are points in a one-dimensional space and the responses to these stimuli are represented as a function along the stimulus dimension. The function of the responses is characterized by a few parameters some of which are used as descriptive variables of the human's performance. In this presentation, I describe how the psychophysical method can be generalized to stimuli represented as points in

a multi-dimensional perceptual space and how the results of this generalized method should be interpreted. Here, I discuss the perception of the orientation of a single contour and the perception of a configuration formed by multiple contours (e.g. parallel or perpendicular configurations, Koshmanova & Sawada, 2019). This generalization method is based on the assumption that the contours forming the configurations are perceived individually from one another and that the configurations are perceived as linear combinations of the contours. The perceived orientations of the individual contours are represented as the individual

dimensions of a multi-dimensional perceptual space. A function representing the responses to the configuration can be characterized by the orientation threshold to each contour. This

assumption allows me to compare the perception of some configuration with the perception of another configuration quantitatively.

WEARABLES FOR MENTAL HEALTHCARE: FINDINGS FROM A ROUTINE PRACTICE IMPLEMENTATION STUDY

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Wearables collect reliable, continuous and ecologically valid physiological data that can inform on both vulnerability factors and the process of recovery in mental disorders. However, current clinical applications in this field are limited. Burnout and depression are highly prevalent mental disorders that have a large impact on psycho-emotional wellbeing and are associated with substantial societal and economical costs. The Carewear project aims to enrich current employment assistance programs and the treatment of depression with the implementation of wearable technology. We have developed an online software platform and accompanying clinical guidelines that allow healthcare professionals to use physiological data as a useful addition to their current practices. In two use cases we investigate the experienced added value of this implementation of wearable technology to help prevent burnout and treat depression. Clients wear a wristband that registers heart rate variability, stress (through skin conductance and heart rate data), and physical activity. The physiological data can be inspected and completed on the Carewear platform and consequently discussed in regular consults. Healthcare professionals and clients

complete questionnaires before and after the implementation, specifically the Flemish Unified Theory of Acceptance and Use of Technology (UTAUT) questionnaire, the Depression Anxiety Stress scale (DASS) and the Burnout Assessment Tool (BAT). Additionally, participants report on their personal experiences with Carewear. The study is still ongoing but will be finished by July 2019. Healthcare professionals and clients from different organisations and with varying care as usual have already been included. The results will provide important insights into how professionals and their clients experience Carewear and how the implementation of wearable technology in clinical practice can be improved to meet the needs of end users. To summarize, the Carewear project aims to encourage the use of wearable technology in mental health by providing a user-friendly platform and clinical guidelines tailored to elevated stress and depressive symptoms. This makes physiological data more accessible and comprehensible for both healthcare professionals and clients. The current implementation study will provide insights into the benefits and challenges of using wearable technology in current clinical practice.

SMARTPHONE ADDICTION INVENTORY (SPAI-I) ITALIAN VERSION FOR ADOLESCENTS: CONFIRMATORY FACTOR ANALYSIS AND SELF-CONTROL ROLE

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The increase use of smartphones in adolescence has led clinicians and researchers to study this phenomenon deeply. Indeed adolescents seem to be at risk of smartphone addiction because they are yet to develop self-control in smartphone use. Therefore, a low self-control could be a risk factor for the development of emotions and behavior difficulties in the adolescence period. The principal aim of the current study was to confirm the factor structure of Smartphone Addiction Inventory-Italian (SPAI-I; Pavia, Cavani, Di Blasi, & Giordano, 2016) version for adolescents, and to evaluate the factor structure of Smartphone Addiction Inventory (SPAI; Lin, Lin, & Lee, 2014), original version among Taiwan's sample. Furthermore, the relation between self-control, smartphone addiction symptoms, internalized and externalized symptoms across gender and age were investigated; especially, considering the influence of self-control role on those symptoms. A total of 446 Italian early

adolescents and adolescents completed Self-restraint subscale of Adolescent Self-Consciousness Questionnaire (ASC; Nie & Ding, 2009; Nie, Li, Dou, & Situ, 2014), Total Difficulties Score of the self-report version of Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997), and Italian version of Smartphone Addiction Inventory. A Confirmatory Factor Analysis (CFA) confirmed the factor structure of SPAI-I and did not indicate a good fit with the Exploratory Factor structure of the original version of SPAI-I. Furthermore, self-control was significant and negatively correlated with each dimensions of SPAI-I. Regression models showed that self-control had an influence on internalized and externalized symptoms. The present findings suggested that SPAI-I can be used to assess smartphone addiction among adolescents, highlighting self-control skills importance in diminishing this addiction.

SUBJECTIVE RATINGS OF SIBLING PSYCHOLOGICAL SIMILARITY

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Self-perception and perception of the partner in sibling pairs were studied. Goal of the study was to estimate a level of perceptible similarity between oneself and one's sibling by personal characteristics. A particular way siblings perceive psychological peculiarities of each other reflects a level of mutual identification, influences relationships in a pair and their level of social adaptation. Sample: 151 pairs siblings (302 participants; 196 women, 106 men). Two sub-samples: elder siblings (mean age – 29 years, SD = 8.52); (2) younger siblings (mean age – 26.1 years, SD = 8.30). Every participant filled questionnaires twice: Eysenck Personality Inventory (EPI), Locus of control questionnaire, Short Big Five (B5), Dark Triad. Instruction 1: "Estimate a level of agreement with each statement." Instruction 2 required filling the questionnaire for one's sibling: "How do you think your brother/sister could answer this question?" Therefore, every participant had two types of indicators: self-assessment and assessment from the partner. Spearman correlations of similarly-named indicators in sub-samples were calculated. Statistically significant correlations between self-assessments and partner assessments in both sub-samples were found.

Correlations in the younger subgroup are closer: 19 significant correlations; $0.27 < r < 0.74$; $p < 0.01$ for 16 correlations, $p \leq 0.03$ in three cases. 14 significant correlations in the elder subgroup; $0.26 < r < 0.64$; $p < 0.01$ for 9 correlations, $p \leq 0.04$ in five cases. Self-assessments of younger siblings are significantly correlated with assessments received from elder siblings by all studied indicators, but Openness to experience (Big Five) and the subscale Internality indicator (Locus of control). In the elder subgroup no significant correlations were found by a general and four subscale Internality indicators (Locus of control), Social Desirability (EPI) and Agreeableness (Big Five). Correlation coefficients are statistically significant by all Dark Triad indicators in both subgroups. Following the results of the research, siblings rate psychological similarity of each other highly enough. Siblings understand their siblings' self-perception in a relatively accurate way; negative characteristics of each other are assessed more accurately. Studied peculiarities of sibling psychological status are an important component of the psychological climate in a family in general.

VISUAL SIGNALS DISCRIMINATION UNDER STRESS

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Visual signals discrimination under stress T.A. Zabrodina, A.S. Sorokin Tula State University Mechanisms and dynamics of stress reactions are not quite clear yet. Using the psychophysical "Yes-No" method, we studied effects of emotional stress on temporal and structural characteristics of sensory processes. Visual discrimination of line lengths was investigated in 20 patients of a dental clinic. Waiting for medical treatment and receiving it were natural sources of stress for them. The first series was carried out immediately before the dental treatment. The second series was conducted a few days later, when the patients were in a calm state, since they came to the clinic "for control" and dental intervention was no longer required. The results have shown that stress significantly affects both the sensitivity index d' and the decision making criterion P_n (according to Atkinson). The dynamics of these indices is heterogeneous among different individuals. According to the average group data, stress caused not only an increase of time, spent to solve the sensory task (in almost all persons), but also a decrease in sensitivity due to an increase of false alarms probability while reducing the criterion conservatism. The individual data analysis

revealed 3 subgroups of participants – with high, medium and low resistance to stress. 1. Stress increased the sensitivity by increasing hits probability. In this case, the criterion was more liberal than in the stress absence. Stress resistance was the highest in this group (20% of patients). 2. Stress led to the sensitivity decrease due to an increase in false alarms probability. In this case, hits probability remained at the same level, and the criterion conservatism also decreased. A medium stress resistance was observed (60% of patients). 3. Stress caused a significant decrease in the sensitivity due to a simultaneous decrease in the hits probability and an increase in the false alarms probability. For this group, on the contrary, the criterion became more conservative. These 20% of subjects showed low stress-resistance. The results mean that excessive emotional arousal, turning into negative emotions, prevents a successful performance. Thus, an individual degree of stress-resistance may be manifested in psychophysical indices dynamics. These features of stress responses should be considered in the professional selection for work related to emotional stress.

PSYCHO-LEXICAL TAXONOMY OF CHILDREN LEXICON OF PERSONALITY BASED ON FREE DESCRIPTION

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Most of research focused on the lexicon of individual differences describing adults. The purpose of this research was to establish a lexicon of personality of children aged from 9 to 13, based on a free description. The research involved 100 children. The children managed to describe themselves as well as the other people whom they know. In virtue of the interview, there were collected 6231 personal descriptors which the children used to describe people. The compiled lexical material was categorised by 13 judges, according to the taxonomy proposed by Angleitner et al. (1990). The taxonomic decisions of the judges have been verified due to their validity and internal consistency. Analyses showed the relationship between the lexical structure of the terms which children used to describe themselves and the lexical structure of the words used to describe themselves and

others (likes and dislikes). Also, the difference between the structures of person-descriptive terms used for describing the children from their own perspective and another perspective is significant. Furthermore, it was discovered that the age has an impact on the received content of psycho-lexical categories. Percentage of used dispositional terms is significantly higher in descriptions made by older children. Moreover, the lexical structure of self-description is different than the structures of descriptions of liked and disliked people. The significantly larger part of self-descriptions is done with states terms although in the description of others dispositional terms are dominating. Gender does not have an impact on the number of words used in the description. Analysis of the factor structure is the next step to understand the way how a child perceives themselves and others.

INTEGRAL ASPECTS OF EMOTIONAL INTELLIGENCE

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A person's Emotional Intelligence can either make or break him/her. Hence, it becomes very important to delve deep into this subject especially keeping the teenage group in perspective. A profound insight into EI can help teenagers manage their life in a much better manner. It can assist them in becoming good leaders and can also save them from emotional setbacks like depression, anxiety, stress, and much more. It is the ability to manage one's own emotions and be considerate of that of others. EI, helps manage relationships with empathy. The main aim of conducting this research is to understand how the various aspects of EI are important and what role do they play in shaping a person. Teenage is a very crucial state and can attract many issues and to avoid these issues, one needs to be emotionally intelligent. It is the need of the hour. The tool used for this paper is Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar and the sample

population of this research is from the age group of 17-22 and 200 students filled the questionnaire. This tool is a five point Likert scale and has 34 questions. After collecting the data, analysis was done using Excel and SPSS software. The results of the first 100 people from the sample population are: None of the people from the sample population have low level of EI. 18 out of the first 100 have average level of Empathy whereas the other 82 have high level of empathy. 17 out of the first 100 stand at the average level when it comes to Managing Relations whereas the other 83 stand at the high level of the same. These are some of the results. There are a lot of integral aspects of EI, like Empathy, Managing Relations, Integrity, Self Development, Value Orientation, Commitment, Altruistic Behaviour, Self-Awareness, Emotional Stability, and Self Motivation. The aspects, put together briefly form Emotional Intelligence.

EXPLORING MENTAL ROTATION IN SCHIZOTYPY

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Mental rotation is a spatial working memory (SWM) skill that allows individuals to convert a mental image from one position to another. Recently, it has been suggested that an SWM performance deficit might be associated with the presence of schizotypal traits in the general population (e.g., Hazlett et al., 2014). However, evidence regarding schizotypy and mental rotation is scarce and contradictory. In the present study, we aim to further explore this issue. Since previous studies have shown sex differences in SWM tasks (e.g., Boone & Hegarty, 2017), we also investigate whether sex affects participants' mental rotation performance. All participants (undergraduate students from the University of Almería) were assessed using the Schizotypal Personality Questionnaire (SPQ; Raine, 1991). Later on, they performed a new mental rotation SWM task involving the rotation of the stimulus to be remembered (a black circle

split into sixteen portions by four axes; two of the portions were coloured white). According to previous studies, we observed a significant sex effect. Results also revealed that there were no differences between high and low schizotypy participants suggesting no mental rotation impairments in schizotypy. However, it could also be that our task was not demanding enough to detect them. Future studies might assess this issue. One relevant question future research might also address is whether other different SWM functions could be affected in high schizotypy individuals. This research was supported by a grant (PSI2015-65248-P) from the Spanish Ministry of Economy and Competitiveness, co-founded with ERDF (FEDER) funds. MGG is supported by a pre-doctoral grant by the Ministry of Education, Culture, and Sport (FPU2015-01562).

UNDERSTANDING AND BELIEFS ABOUT THE ETIOLOGY AND TREATMENT OF MENTAL ILLNESS IN SODO DISTRICT, ETHIOPIA

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Low- and middle-income countries have very few mental health professionals, and efforts to increase access to treatment are a global priority. However, beliefs about and treatment of mental illness are expressed differently among cultures, and understanding of these factors is a critical step in developing treatment options. Specifically in Ethiopia, current efforts to address mental illness often lack psychotherapeutic interventions, and it is unclear if such efforts are in accord with cultural norms. This qualitative study aimed to identify clinically and culturally relevant characteristics of the population in Sodo District, Ethiopia to better understand beliefs about the causes of mental illness and perceptions of treatment. Purposeful sampling was used to recruit 48 patients, caregivers, health care providers, and leaders. Semi-structured, in-depth interviews were conducted, recorded, and transcribed in Amharic and translated into English. Four coders conducted thematic

analysis using NVIVO 12. Results from this study indicate that mental illness is understood to stem from spiritual attacks (i.e., evil doings of other people), stress (e.g., challenging life events), and/or trauma. Existing methods of coping include relying on church or religious beliefs, drinking alcohol, sleeping, socializing, walking, or seeking justice (i.e., using someone as a mediator to make peace). Informal methods of treatment include using holy water or seeking advice from elders or community leaders. Patients and providers overwhelmingly noted that counseling and seeking advice were appropriate methods to seek relief from mental health symptoms. Accordingly, efforts to adapt and integrate psychotherapeutic interventions seem well-aligned with norms and desire for treatment. These findings suggest possible mechanisms of improving treatment options in the effort to lower the existing global treatment gap.

UNDERSTANDING THE STRATEGIES TO INTEGRATE CONCEALABLE STIGMATIZED IDENTITIES INTO INTERNATIONAL NGO WORK

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The impacts of starting, developing, and sustaining an NGO as an individual with multiple concealable stigmatized identities are far reaching. The learning that has taken place over the last six years by way of developing trust and rapport among cultures who have historically frowned upon such identities provides a solid groundwork for teaching the strategies for the integration of concealable stigmatized identities into NGO work. Overcoming cultural, community, and societal stigmas in an effort to rally support for a common mission while leading an NGO focused on humanitarian efforts has provided Bhakta with a foundation for supporting those living with a concealable stigmatized identity from an international NGO perspective. Understanding how NGOs around the world can meet this population's needs is not only important, but equally as challenging, especially when taking a culturally competent and informed approach to philanthropic service. "After leaving an Indian airport, I heard the faintest of knocks sounding on my car window. I was only eight years old. I looked up to find a woman, hardly

clothed and in dire need of food, standing outside the car. Her small child is cradled in her tight arms, and my heart breaks. She was sitting there watching her child suffer because she couldn't do anything about it. What did she live for? Ever since this experience, I have always wanted to better the lives of others, especially the less fortunate." In 2010, Bhakta founded PovSolve. PovSolve is a registered 501c3 nonprofit organization making positive change by raising money and creating awareness for human suffering. PovSolve works on the international scale to meet the basic human needs of those living in poverty. PovSolve focuses on food, water, education, healthcare, and shelter. PovSolve has funded the construction of a school in Zambia, built water wells throughout Kenya, funded a hospital in India, and supported orphan efforts in Venezuela. Being an NGO that has worked across diverse countries and cultures, the NGO has had the chance to interact, both directly and indirectly, with those having a concealable stigmatized identity.

IMPLICIT COLOR-EMOTIONAL DIAGNOSTICS OF SUBJECTIVE REPRESENTATION OF MENTAL HEALTH AND PSYCHOLOGICAL WELL-BEING

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Traditionally, the affective component of mental health representations and psychological well-being refers to emotions, moods, feelings, which are usually measured using questionnaires and other deliberate techniques. However, not all components of emotional processes are conscious, which is why the question of implicit assessment of mental health representations and psychological well-being is still very important. This study refers to the perceptual-semantic association methodology (Kiselnikov et al., 2013), based on Sokolov's vector spherical psychophysiological model of color, emotions and semantics (Sokolov, 2013). This methodology treats colors as mediators that can help measure implicit associations between emotions and specific semantic categories. The aim of the study was to reveal the implicit multidimensional structure of subjective emotional-semantic representation of specific categories related to mental health and psychological well-being. The method of perceptual-semantic association was used; 40 participants (29 females, aged 26.4±9.7 years old) were tested. Factor analysis was applied to the averaged matrix of subjective differences between 1) ten basic emotions (happiness, surprise, fear, sadness, disgust, anger, calmness, shame, contempt, and interest), 2) 15 crucial

semantic categories for mental health and psychological well-being (self, life, family, friends, work, independence, leisure, future, faith, wealth, psychologist, psychological help, stress, depression, and mentally ill), and 3) ten basic colors. The classical two-factor emotional-semantic subjective space was revealed (Russell, 1980). Semantic categories representing mental health and psychological well-being are located definitely on the surface of the implicit two-dimensional Russel's affective circumplex (classical «Valence» and «Arousal» basic affective axes). The positive pole of the «Valence» axis showed «family», «interest», «future», «friends», and «leisure»; the negative pole of the «Valence» axis presented «contempt», «disgust», «shame», «fear», and «stress». The activated pole of the «Arousal» axis showed «wealth» and «anger», whereas the deactivated pole of the «Arousal» axis showed «sadness», «calmness», «mentally ill», and «depression». Other categories were located in areas closer to the middle of both axes. The perceptual-semantic association method is a precise research tool which helps to uncover the implicit emotional load of verbal categories related to mental health and psychological well-being. The research was supported by Russian Foundation for Basic Research, grant #17-29-02506.

A STUDY OF ENVIRONMENTAL PSYCHOLOGY: OVERVIEW OF MERSIN IN TURKEY

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The place is often used in conjunction with the social network, the workplace, the environment, and other networks associated with the environment. For those experiencing these places of focus, the place contains subjective meanings. These concrete relations with the environment include social, emotional and symbolic meanings related to the context (Lalli, 1992). Cognitive maps are the combination of information and images that people have about the environment they live in with their meanings and symbols in their minds. Unlike geographical maps, it contains images developed by people in relation to the earth. Cognitive mapping, first born by Tolman (1948), is a process that brings together memories of people's spatial environment, recalling these memories, coding and resolution of spatial information (Downs and Stea, 1973). Building a more livable city for people is through the study of behavioral practices shaped by psychological and mental representations of people (Göregenli, 2010). For this purpose perceptions of Mersin and Turkey in this study, a practical image and behavior were

examined. The study was conducted by gathering cognitive maps from 130 students in five different departments of Mersin University. Cognitive maps are given to students in A3 size paper, in the mind and thinking of Mersin and Turkey was transferred paper. As a result of the analysis of cognitive maps; Mersin is mentioned in ten different categories. These categories are composed of three main structures consisting of the physical and social conditions of the city, the critics of the city and the city related experiences. 9 categories come to mind when it is said Turkey; they include representations of geographic regions, their feelings and thoughts about the country, their criticisms and various places. The student population who indicated Mersin with Turkey together is only 30 percent of the all sample. The student population who imply Turkey with neighborhoods are 7 percent of all sample. The results are quite striking in terms of the representation of Turkey and Mersin. In light of the findings, the perceptions of Mersin University students is discussed from the perspective of environmental psychology.

THE RELATIONSHIP BETWEEN DIALECTICAL THINKING AND THE ABILITY TO RESOLVE CONFLICTING SITUATIONS IN CHILDREN OF DIFFERENT AGE

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At the beginning of the 21st century the ability to resolve conflicting situations productively is becoming one of the most demanded both in the labor market and in modern social life. The ability to find solutions in problem-contradictory situations covers a number of fundamental mental properties, the key of which is the so-called. "Creative" thinking. In the scientific psychological literature there are more than a dozen terms to define this phenomena. It should be noted that many foreign and domestic researchers recognize that the "dialectical" way of thinking may be considered as a factor contributing to a high capacity for intellectual creativity. The key foreign researchers of dialectical thinking are: K. Riegel, M. Besseches, O. Laske, O. Robinson, and others. In Russia, a structural-dialectical approach is being developed, where the formation of dialectical thinking is considered as a separate line of cognitive development, originating in preschool age. The hypothesis of the study is that

dialectical thinking is significantly positively associated with the ability to resolve problematic situations productively by children of different ages. Sample: the schoolchildren of the first grade (School No. 514, 69 respondents) and high school students (school No. 1448; 80 respondents) Methods of diagnosing dialectical thinking "What can be at the same time?" (N.Veraksa), "Unusual tree" (N.Veraksa); method of diagnosing the ability to resolve problem situations "Heroes in the city" (A.Belolutsкая) Significantly positive correlation coefficients were obtained. In the case of primary school students, $r = 0.42$ for $n = 69$ ($P 0.01$); in the case of high school students, $r = 0.39$ with $n = 80$ ($P 0.01$). Thus, the hypothesis about the connection of dialectic thinking and the ability of productive resolution of problem situations by children of different ages was confirmed. The findings suggest that it is necessary to develop educational programs for the development of dialectical thinking for children of different ages.

ETHICAL CODE OF ORGANIZATIONAL CULTURE: CODE INFLUENCE ON ORGANIZATIONAL FUNCTIONING (ORDER APPROACH)

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The socio-psychological research of the organizational culture is actively implemented in the framework of the Order approach developed by Liudmila Aksenovskaya (1997,2005). In the order approach the culture is ethically determined order and it has the following definition: complicated socio-psychological order of organizational and managerial interactions that are constituted and regulated by systems of ethical senses of the participants of interactions. The structure of the order model of organizational culture includes three aspects (suborders), which are formed as a result of a leader using one of the three managerial models: (1) suborder "family" (which is responsible for the emotional and value unity of the organization members); (2) suborder "army" (which is responsible for the goal-oriented unity of an organization); (3) and suborder "church" (which is responsible for the meaning unity of an organization). Six techniques for order diagnostics of organizational culture have been used at the present time. There are two techniques for leader individuality level, managerial team level, and overall organizational level. The goal of this empirical research was to explore the influence of ethical senses of

participants of organizational interactions on formation of the characteristics of organizational culture. There was a total of 680 participants in this study from effective project teams in hi-tech fields, police, and different departments of a state organization. The main research methods were order diagnostics of organizational culture, documents analysis, vector 3-D modeling of organizational culture. It was discovered that there are six ethical cultural codes of organizational culture: 1) code "A-C-F" (covers "breakthrough" type of activity in the conditions of deficit of time), 2) code "C-A-F" (the same in the conditions of ample time), 3) code "C-F-A" (promotes the formation of "corporate religion," 4) code "F-A-C" (provides success in the beginning of organization's activity), 5) code "F-C-A" (creates conditions for stabilization), 6) code "A-F-C" ("survival" code of an organization). Organizational cultural code is set by the method of order diagnostics of organizational culture. Depending on the existing conditions and organizational goals, the code can be changes, and by doing this we can influence the effectiveness and productivity of the organization.

SOCIAL PERCEPTIONS OF ORGANIZATION: STRUCTURE AND SPECIFICS (ON THE EXAMPLE OF SARATOV UNIVERSITY)

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The study of perceptions of a higher education institution as an organization seems to be productive and expedient, and the results can be used in efforts taken to form an effective image of a higher education institution in order to identify preferences of different groups of the target audience, and specifically in terms of developing a program for positioning and promoting the image of the higher education institution in the educational market. In 2016-2018, 180 respondents including students, applicants and parents of school graduates of educational institutions in Saratov participated in the study of social views on a university as an

organization (an image of a university). Research and data processing methods included an author's questionnaire, the method of free association, and the Verges data processing method. The study also showed the critical role of media communications and, in particular, a media presentation of a university on the Internet, social networks in the process of shaping respondents' positive views. Regarding the role that modern media technologies play, the next stage of work can be focused on studying the social networks of a university in order to develop the organizational structure of a university.

DATA-MINING AS A TECHNIQUE OF STUDYING THE VIRTUAL SELF IN THE SOCIAL NETWORK "VKONTAKTE"

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Social networks provide youth with ample opportunities not only to express their attitude towards the world and the current events, but also to present themselves and to construct their identity. A multidisciplinary analysis of research data suggests that the influence of the digital society on the identity development can be understood through the relations between the real self, the ideal self and the virtual self. Self-presentation of users in the social network Vkontakte makes it possible to get information about various aspects of the virtual self, including their world outlook, sources of inspiration, and life values. The study was dedicated to the life values presented by users on the social network Vkontakte. The study used the innovative technology of data-mining in the R development environment. The online profiles were analysed through the section "The main things in life", where users can choose one of the eight values: family and children, career and money, entertainment and leisure, science and research, making the world better, self-development, beauty and art, fame and influence. The study

included 9596 online profiles of users under and up to 18 years old. The users were from seven groups in the Vkontakte from different federal subjects of Russia. The most common value chosen by more than half of adolescents is "family and children". Most often, this choice is present in the profiles from the Republic of Tatarstan (69%) and from the Republic of Dagestan (65%), less often – in Moscow (51%), St. Petersburg (50%) and Rostov Region (53%). "Self-development" takes the second place in the hierarchy of values. Such values as "beauty and art" and "fame and influence" are least often chosen. The other values occupy different places in the values hierarchy of adolescents from different regions (Pearson $\chi^2 = 214, 251, p < 0.05$). The prevalence of "family and children" in the online profiles indicates the influence of cultural traditions on the identity of contemporary adolescents living in Russia. At the same time, some life values are determined by regional or ethnic traditions. The project was supported by the Russian Science Foundation (project No 15-18-00109).

THE STUDY OF SOCIO-CULTURAL INFLUENCE ON THE PERCEPTION OF FACTORS AFFECTING HEALTH: COMPARATIVE ANALYSIS OF TWO REGIONS OF RUSSIA

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The perception, interpretation and conceptualization of one's health are mediated by the system of cultural values and norms. Nowadays, the research of culturally mediated cognitive aspects of health and psychological well-being, the perception of health problems in different cultures, among immigrants and ethnic minorities is developing. This study presents the comparative analysis of perception of factors affecting health by population living in two Russian federal subjects. The survey included participants from city of Moscow (48 people) and Kemerovo Region (52 people) between the ages of 18 and 53 (62 females and 38 males). The participants were asked to rank the following categories, from one to six, according to the rate of their influence on human health, in their opinion: (1) genetics, heredity; (2) a healthy lifestyle (good sleep, food, absence of bad habits); (3) good environmental conditions; (4) regular medical examination, timely referral to a doctor; (5) lack of stress or ability to cope with it; (6) financial well-being. The perceptions of the most and the least important factors influencing health coincide in both samples, which is

confirmed by the Mann-Whitney U-test. Respondents from both groups (Kemerovo region and Moscow) believe that the lifestyle has the greatest impact on human health ($U = 1187.0$; $p = 0.657$), and financial well-being is the least important ($U = 1206.5$; $p = 0.767$). The differences are manifested in the perception of such factors as genetics, heredity ($U = 925.0$; $p = 0.023$) and the environmental conditions ($U = 858.5$ $p = 0.006$). Participants from Moscow estimated the influence of genetics as significantly higher, whereas the influence of a good environmental situation as significantly lower than the participants from Kemerovo Region. The analysis of the hierarchical system of perception of the factors affecting health suggests that there could exist invariant factors that determine health and well-being of Russian people. The most important is the lifestyle. At the same time, differences in the assessment of other factors, for example, the environmental situation, may result from regional differences. The research was supported by Russian Foundation for Basic Research, with the Grant 17-29-02506.

CORRELATION OF INDICATORS OF LIFE TRAJECTORY AND SUBJECTIVE WELL-BEING OF ADULTS WITH HEARING IMPAIRMENT

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Subjective well-being is considered in the context of the life trajectory. In the analysis of the life trajectory, great importance is given to the important turning life events, specific conditions of life, experiences of the individual. The conditions and events of life are not predictors of subjective well-being, but can be a means of achieving it through interpretation, experience, willful overcoming. The aim of the study is to characterize and determine the specificity of indicators of subjective well-being of adults with hearing impairments by analyzing life trajectories. The participants: adults with hearing impairment. Methods used were subjective Well-being Scale by Sokolova M. V. (Sokolova, 1996), methodology of the study of life trajectories, a combination of clinical and psychological interview method of collecting history and technique "life Line" modification D. T. Vasilenko. The life trajectory represented by adult hearing impaired may be defined as hyperthymic. Respondents allocate a few important events of life, most of the events are evaluated very positively. Consequently we can talk about the self-presentation of rather a high level of subjective emotional well-being. However the

study of subjective well-being using a standardized technique revealed low values. The general level of subjective well-being is low, it is in the range of values below the average norm ($M=3,94$ sten, $Me=4$ sten, $Mo=3$ sten). The problem is experienced by respondents in the form of emotional symptoms, tension and sensitivity. The structure of emotional distress is dominated by tension and sensitivity (susceptibility) manifested in a sense of discomfort, a sense of dependence on others, a desire for privacy; mental and emotional symptoms in the form of increased emotional reactivity, restlessness, distraction. Thus, it is possible to state the disharmony of subjective well-being of the hearing impaired. This result is explained by the peculiarities of mental development of respondents: verbalization difficulties, concrete thinking, lack of continuous life memory, specific emotional environment. The subjective well-being demonstrated by respondents may be the result of insufficient analysis of the significance of events and their impact on subsequent life. The study was supported by RFBR, project No.17-06-00812.

STRENGTHENING CAREER GUIDANCE AND COUNSELING TO PROMOTE ACCESS TO DECENT WORK

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Higher education experiences and career expectations of emerging adults: A focus on university students and graduates in Haiti. The purpose of this paper is to examine the higher education experiences and career expectations of emerging adults. Data for the study was collected in 2013 from a higher education centered NGO in Haiti. The paper offers insights from students, alumni, and staff who named several factors that contributed to higher education and career challenges and discussed strategies to support the success of emerging adults in the country. A major factor was the

HigherEdOrg (pseudonym) responding to university access and persistence in Haiti. Current literature on higher education in Haiti and labor market reports have also been reviewed. Concerns and suggestions related to wellness, identity, and success of Haiti's emerging adults as they navigate a university to work/career path will be discussed from the country's socio-economic and cultural contexts. The paper has wider implications for discussion on mapping effective support for emerging adults in struggling economies in a global context.

A STUDY OF THE RELATIONSHIP BETWEEN CHANGE IN POSITIVE EMOTION AND PERSONAL CHARACTERISTICS

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In recent years, research has been actively conducted on topics including subjective well-being and positive emotion. In positive psychology, efforts are being made to improve well-being, and various works and exercises are also proposed. Well-being does not change in a short time, but what kind of personality factors are influential or uninfluential in case of a change? Understanding this point is considered effective for practice in positive psychology. Therefore, the purpose of this study was to examine what kind of differences in personal characteristics can be seen in the case of a change in "positive emotion," which an aspect of well-being. Data of 554 persons (male: 247) living in Japan were collected through a web-based investigation. A second survey was conducted

about one month after the first survey. The measures used were Positive Emotional Scale (the Japanese version of the Oxford Happiness Questionnaire, Qi & Asakawa, 2011), Ten Item Personality Inventory (the Japanese Version, Oshio et al., 2012), Meta social skill (Ishii, 2007), and Highly Sensitive Person Scale (the Japanese version, Takahashi, 2016). The Positive Emotional Scale (5~30 score range) was used to assign participants into the two group. In Group1 (n=59), the difference between the first and second survey scores was 5 (absolute value of 5), and in Group2 (n=495) it was only 4 or less. Personal characteristics in the two group were analyzed using the t-test. Findings Results of the analysis revealed the following. Ten Item Personality Inventory (Extraversion (t=.248, n.s),

Agreeableness ($t=-.081$, n.s.), Conscientiousness ($t=.401$, n.s.), Emotional Stability ($t=1.356$, n.s.), Openness to Experience ($t=-.022$, n.s.), Highly Sensitive Person Scale ($t=-1.056$, n.s.), and Meta social skill ($t=1.396$, n.s.). There was no significant difference in the two groups for any scale. From the results, no difference was found between the two groups for each scale. Personal

characteristics such as personality and meta cognition may not be associated with change in positive emotion. People with any personality can expect a change in positive emotion, and so the development of intervention through positive psychology is expected in a dimension different from the change of personality.

WHY DO PEOPLE FEEL SIMILAR OR DIFFERENT FROM OTHERS? THE ROLES OF PERSONALITY, SELF, PARENTIFICATION AND EMOTION REGULATION

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Emotional regulation (ER) studies reveal that positive ER strategies are related to one's positive affect, self-esteem and psychological adjustment (Nezlek & Kuppens, 2008), and ER difficulties are associated with negative psychological outcomes. Although ER is frequently addressed as an internal process, it has recently been mentioned as interpersonal ER (Batson, 2011). On the other hand, the urge to conform (individuals behave in a similar way with others) is one of the most fundamental issues in social psychology (Asch, 1956; Milgram, 1963; Sherif, 1936). In this study, we aimed to examine emotional conformity and emotional independency of individuals. In other words, when people express emotions, do they feel depend on the emotions of one another or do they feel independently? We hypothesized that people who are dependent on someone else's emotions react differently from independents in terms of parentification, ER difficulties, personality and self construct. 285 undergraduates aged between 18-30 have participated and completed the battery of questionnaires composed of Difficulties in Emotion Regulation Scale-16, Short-Form Five Factor Personality Inventory, Autonomy and Relatedness Scales and The Parentification

Inventory. The students were asked to read the scenarios that triggered the feelings of fear, sadness, anger and happiness and to imagine themselves in that situation. It was evaluated with categorical responses that people would react differently from their friends' emotion expression or would react depending on the feelings of their friends in the scenario. One-way ANOVA was conducted to compare people reacted dependent on their friend's feelings or independent, in terms of parentification, self construct, ER and personality dimensions. Results indicated that those who expressed emotional reactions depending on the friend's emotional response significantly differed from those who reacted independent of their friends in terms of autonomous-separate self, autonomous-related self, emotion regulation difficulty/non-acceptance, sibling-focused parentification, personality/emotional balance and imagination scores. Consistent with our expectations, it can be said that feeling similar with someone or different could be shaped by one's self construct, personality, ER types and parentification levels. Results are also consistent with Kağıtçıbaşı's family change model. The findings will be discussed in the light of literature.

EMOTION REGULATION DIFFICULTIES AND DEFICITS IN INTEROCEPTIVE AWARENESS DEPENDING ON OBESITY'S SEVERITY: A CASE CONTROL STUDY

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Difficulties in emotion regulation may be responsible for overeating and weight gain of obese people, by increasing their risks of emotional eating (Gianini and al., 2013). Meanwhile, deficits in interoceptive awareness may increase and maintain emotion regulation difficulties (Murphy and al., 2017) as well as overeating behaviors in obese people, by complicating their awareness and distinction of visceral and emotional cues. Few studies have explored emotion regulation difficulties and deficits in interoceptive awareness conjointly and according to the obesity's severity. The aim of the study was, first, to confirm that people suffering from obesity display emotion regulation difficulties and deficits in interoceptive awareness, then, to explore differences in emotion regulation and interoception in patients with moderate or severe obesity. 165 participants were assigned, according to their BMI, to the "normal weight" group (N=55; BMI<25), "moderate obesity" group (N=55; $30 \leq \text{BMI} < 40$) or "severe obesity" group (N=55; $\text{BMI} \geq 40$). Participants completed self-report questionnaires

assessing emotion regulation (CERQ ; DERS) and interoceptive abilities (MAIA ; FFMQ). ANOVA and contrast analyses were conducted, to compare performances of the three experimental groups. People suffering from obesity, as a whole, reported significantly less adaptive emotion regulation strategies (as measured by CERQ) ($p=.016$) and more emotion regulation difficulties (as measured by DERS) ($p=.013$) than normal weight people. Obese people also presented less interoceptive abilities than normal weight individuals did (as measured by the MAIA) ($p=.021$), such as, less ability to trust their body signal and use them to adapt their behaviors ($p<.001$). No significant differences were found between moderately and severely obese people concerning emotion regulation and interoception. Results showed both difficulties in emotion regulation and deficits in interoceptive awareness. Such deficits are present whatever the severity of obesity. Emotion regulation and interoceptive abilities are privileged targets of psychotherapeutic interventions, regardless of the severity of obesity.

ASSESSING THE BAP: PAST AND FUTURE RESEARCH

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The Broad Autism Phenotype Questionnaire (BAPQ) is the psychometric tool for assessing the broad autism phenotype (BAP) most widely used across different cultures and countries. However, when applying a test to different cultures or languages its indicators could not be measuring the same amount of construct (BAP severity) and that could generate problems of equivalence among the BAPQ scores of the different applications. Despite its frequent use in different cultural contexts, there is not any research focused on studying the severity invariance of the BAPQ items. Here we aim to explore Differential Test Functioning (DFT) between the English and the Spanish versions of the BAPQ using Rasch models. These models allow us both to estimate item severity in each different application of the questionnaire and to statistically contrast it between samples. This analysis provides information regarding the amount of BAP that would be necessary to endorse each BAPQ item in both versions. Besides it can help to determine if the differential item functioning is due to the translation process or to cultural differences (i.e., some behaviours could imply different levels of BAP severity

depending on the culture). This study was performed on two subsamples, 349 Spaniards answered the Spanish version of the BAPQ and 124 Brits responded to the original BAPQ version. The results showed DFT in the three BAPQ subscales: Aloof (5 out of 12 items showed statistical differences), Rigidity (8 out of 12 items showed statistical differences), and Pragmatic Language (4 out of 12 items showed statistical differences). These results indicate that there is not an equivalence between some of the BAPQ items of each BAPQ version and should encourage other researchers to repeat these analyses in the rest of BAPQ versions and applications. These results are also discussed in detail regarding the nature of the differences between versions (e.g., one Aloof item and another of Pragmatic Language seem to show translation problems). This research was supported by a grant (PSI2015-65248-P) from the Spanish Ministry of Economy and Competitiveness, co-founded with ERDF (FEDER) funds. MGG is supported by a pre-doctoral grant by the Ministry of Education, Culture, and Sport (FPU2015-01562).

THE CHARACTER DYNAMICS PROBLEM AND EMOTIONAL EDUCATION OF VYGOTSKY IN CHILDREN

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Lev Vygotsky is a famous psychologist in the Soviet Union, as well as the founder of the school in social cultural history, and the founder of the Soviet Union's child psychology. On the problems of the formation and development of children's characters, Vygotsky has made an excellent study in dynamic and static researches. Especially, he put forward the ideal that the dynamic problems of children's characters formed by a multi-dimensional and multi-level psychological structure. The emotional power, the will power and the rational power of the child's character constitute a very complicated connection, and the development of the

character is not simply determined by the external environmental factors, so their connections are not a one-way or static connection, but a two-way interactive dynamic process. Vygotsky's pioneering research on the idea of children's character dynamics and its application in educational practice had produced a profound influence in the field of education and psychology. In this study, the dynamic thought of the children's character is combed in order to contribute to the development of children's emotion and the research of children's emotional education and we hope it can throw light on the further research.

STUDY ON THE OWN RACE EFFECT OF FACE RECOGNITION OF MONGOLIAN AND HAN NATIONALITY

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The own-race effect of face recognition is a hot topic in recent years. Most of them focused on different races like Eastern and Western races. However, there are few relative studies focused it on inter-ethnic groups. Inner Mongolia is a minority autonomous region including both Mongolian and Han nationality. There's no research on whether Mongol and Han have own-race effect. Based on the contact experience theory, we selected Mongolian and Han college students as subjects and used the behavior experiment and eye-movement technology to explore the own race effect and its characteristics. The first experiment used learning-recognition paradigm and 2 * 3 mixed design. The second experiment used eye-movement technology to further analyze the characteristics and eye movement patterns with learning-recognition paradigm. The two experiments' results showed there was no significance for all subjects to recognize the Han and Mongolian faces in response time, but it took

a longer time to recognize Caucasian faces. Mongolian subjects showed no significance in discrimination index when recognized Mongolian and Han faces, but showed poor discrimination when recognized Caucasian faces. Han subjects showed no significance in recognition discrimination when recognized all kinds of faces. Furthermore, the Han subjects' first fixation position is nose, and Mongolian subjects' is eyes, which showed the early processing mode is different between them. While the advanced processing for them is same, for both nationalities watched the nose for the longest time and the most watching times is the nose area, followed eyes, finally mouth. We can concluded:(1) In different races, Mongol and Han showed own-race effect; In different nationalities, Mongol and Han showed no own-race effect. (2) The eye movement patterns of Mongol and Han were identical to identify different race faces. There were differences in eye movement patterns between Mongolian and Han subjects.

THE EFFECT OF WORK ENGAGEMENT ON THE RELATIONSHIP BETWEEN JOB RESOURCES AND JOB CRAFTING

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Job crafting is one of the new research fields to deal with job design strategies. There is a growing body of literature to understand antecedent factors and outputs of job crafting behaviors in different work settings. In this proposal, we will investigate the relationship between job resources, work engagement and job crafting. Although the literature mostly agree that there is a positive relationship between job crafting and work engagement, there seem to be a confusion about one dimension of job crafting which is decreasing hindering job demands. Therefore, another aim of this study is to understand what kind of job resource specifically related to which type of job crafting behavior in order to lighten the characteristics of different types of job crafting behaviors. The data will be collected from engineers who are currently working full-time in private or public sector in all branches. During data collection, convenient sampling will be used and sample size is expected to reach up to 200. Participants will be given job crafting, work engagement and the job

resources subscale from the job resources and job demands scales. Regression analysis will be used to analyze the collected data. It is expected that high job resources will positively affect job crafting and low job resources will negatively affect job crafting in general via work engagement. However, decreasing hindering job demands which is the sub dimension of the job crafting is expected to increase at the low job resources condition apart from other sub dimensions of job crafting. It is proposed that decreasing hindering job demands might be used as a coping strategy by avoiding, whereas the other three sub dimensions of job crafting are used to cope with the situation by approaching and requires involvement. Instead of avoiding, approaching can serve employees to increase work engagement and job resources because we are not implying causality and variables can have reciprocal relationship with each other. Hence, deep understanding of this relationship, can be useful for developing different strategies for healthier and more productive work environment.

PSYCHOLOGICAL WELL-BEING PREDICTORS OF STUDENTS WITH DIFFERENT DEVELOPMENT OF SELF-REGULATION OF LEARNING ACTIVITY

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The study is focused on the issue of regulatory and personal predictors of psychological well-being (PWB) of students. The theoretical basis was K. Riff's approach to the study of PWB, V. Morosanova's differential-regulatory approach to the study of individuality, and the model of personality factors "Big five" (Kettell, McCrae, et al.). The aim of the study is to determine the contribution of regulatory and personal factors to the level of PWB of students with different development of conscious self-regulation (SR) of learning activity in primary and secondary schools. Participants: students of the 4th (N=377) and 5th (N=174) grades. Methods. "Well-Being Manifestation Measure Scale" (Masse et al., 1998; adaptation: Morosanova et al., 2018); Big Five Questionnaire – Children version, BFQ (Barbaranelli, et al., 2003; adaptation: Malykh, et al., 2015); Questionnaire Profile of self-regulation of children's behavior (Morosanova, Bondarenko, 2015). Results. Extreme and middle groups were identified for students' 4th and 5th grade according to the level of development of conscious SR of learning activity. The contribution of regulatory and personal

predictors to the level of PWB in each of the selected groups is estimated by the regression equation modeling method. Personal factors of Consciousness and Openness to experience make a significant contribution to the PWB in all groups in grade 4. Extraversion also contributes in the group with low SR, extraversion and neuroticism – in the group with medium SR, Responsibility – with high SR. As for five graders, a significant predictor of PWB in the group with low SR is the indicator of regulatory and personal characteristics of Responsibility, in the group with medium SR – Extroversion, Neuroticism (with a negative sign), Planning and Independence (with a negative sign), in the group with high SR – Planning, Neuroticism (with a negative sign) and Modeling. PWB of 4th grade students is defined by personal characteristics by the time of the end of primary school. We found the contribution of the regulatory indicator of Responsibility only in the group with high SR. At the beginning of secondary school the most significant contribution to the PWB in all groups is made by regulatory indicators and less to personal factors.

REGIONALLY-FOCUSED CONCEPTS AS THE CORE OF PERSONAL REGIONAL IDENTITY: STRUCTURE AND CONTENT

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Personal connection with the territory of residence (regional identity) remains highly significant for modern people; it defines the motives of their regionally-focused behavior. Regional identity is formed through creation of an individual "image" of the region of residence reflected in specific personally-axiological units – regionally-focused concepts forming the regional identity conceptual sphere. The research objective is to identify the structure of such concepts inherent to young people aged 16-19. Selection of this age group is justified by the fact that at this particular period the personality is actively engaged in the process of self-identification. The research was conducted in February 2018. The sample included 61 members residing in the Sverdlovsk region. Research questions: 1. What territorially-focused concepts are presented in the respondents' consciousness? 2. What is the factor structure of the regional identity conceptual sphere in adolescence? The respondents were offered to define 10 concepts which, in their opinion, comprehensively characterize the Sverdlovsk region and range them from 1 to 10. The factor analysis method was applied to the information obtained to define the regionally-focused concepts structure. The following concepts were

mentioned by the respondents most often: Yekaterinburg city, forests, mountains, plants (the Sverdlovsk region is characterized with developed industry), rivers, frost, Sverdlovsk Teacher Training College (the place of the respondents' training), museums, Bazhov (the famous Ural writer), 1905 Square (Yekaterinburg historical centre), Church on Blood (built on the place of the Romanovs family execution), malachite (the Ural ornamental stone), Grinvich (the largest shopping centre in Yekaterinburg), winter, "Plotinka" (the architectural centre of Yekaterinburg), friends, Passazh (the large shopping centre situated in Yekaterinburg central square), Vysotskiy (the cult Soviet poet and the name of the first Yekaterinburg skyscraper), Ganina Yama (the place where the royal remains were buried). Qualitative analysis of the concepts most presented allows distributing them in 4 groups: climatic objects (rivers, mountains, etc.), cultural objects (museums, 1905 Square, etc.) architectural objects (Grinvich, Plotinka, etc.) and historical figures (Bazhov). Quantitative analysis allowed identifying a 6 factors model of the regional identity conceptual structure. The obtained results will be applied in studying the mechanisms forming personal regional identity in adolescence.

COGNITIVE-MOTIVATIONAL PREDICTORS OF EPISTEMICALLY UNWARRANTED BELIEFS

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The epistemically unwarranted beliefs are defined as those types of beliefs, which are outside the totality of evidence and knowledge that is available to human knowledge seekers (Lobato et al., 2014). Among others, they include conspiracies, paranormal beliefs and pseudoscience. Previous research suggested that cognitive processes (e.g. analytical thinking) can play a certain role in the acceptance of such beliefs (Swami et al., 2014). The current study deals with the specific cognitive motivation variables representing motivational tendencies toward the preference of specific ways of dealing with cognitive-informational tasks. It was hypothesized that cognitive motivations as personal need for structure, need for cognition and need for cognitive closure predict epistemically unwarranted beliefs. The sample included 801 participants (391 males, mean age 42.6 years) recruited from online panel of a research agency in the Slovak Republic. The measures included were The Epistemologically Unfounded Beliefs Scale (Halama, 2018) for measuring beliefs in conspiracies, pseudoscience and paranormal phenomena, Personal Need for Structure (Neuberg, & Newsom, 1993) Need for Cognition Scale-6 (Lins de Holanda Coelho et al.,

2018) and the brief Need for Closure Scale (Roets, & Van Hiel, 2011). The data were analysed through multiple regression analysis. Personal need for structure and need for closure were found to be negative predictors of pseudoscience and paranormal beliefs. Need for closure was a positive predictor of all three types of unwarranted beliefs. More detailed analysis based on dimensions of the brief Need for Closure Scale showed that close-mindedness and decisiveness predicted these beliefs. The results supported the hypothesis that the cognitive motivation can contribute to acceptance of epistemically unwarranted beliefs. As need for closure was found to be a predictor of all types of unwarranted beliefs, it seems that especially cognitive preference for a quick answer on a given topic and intolerance of ambiguity promote acceptance of such beliefs. Lobato, E., et al. (2014). Examining the relationship between conspiracy theories, paranormal beliefs, and pseudoscience acceptance among a university population. *Applied Cognitive Psychology*, 28(5), 617-625. Swami, V., et al. (2014). Analytic thinking reduces belief in conspiracy theories. *Cognition*, 133(3), 572-585.

THE PROBLEM OF PSYCHOLOGICAL REHABILITATION OF PERSONS WITH DISORDERS OF MUSCULOSKELETAL SYSTEM ACQUIRED IN ADULTHOOD

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An urgent problem is the task of improving the quality of life by improving the system of comprehensive rehabilitation of persons with lesions of the musculoskeletal system. In General, the situation with the growth of disability is deteriorating around the world, Russia is no exception. Suddenness of physical health disorders carries an independent traumatic effect, accompanied by a whole complex of psychological changes in the emotional, behavioral, cognitive spheres. Acquired disorders of the musculoskeletal system can cause instability of the emotional and hormonal background and, as a result, decrease of physical strength and mental abilities, loss of professional functions. The experience of the acquired defect becomes an additional burden on the mental state of a person, leaves an imprint on the person, contributes to a possible change in self-esteem, self-attitude, emotional background and social relationships and most often leads to the development of severe depression. However, in the rehabilitation practice of persons with acquired disabilities, there is a contradiction between the objectives of rehabilitation and the lack of a mechanism for solving these problems

in the form of a developed concept for the introduction of a comprehensive model of social support for persons with disabilities. An effective process of complex rehabilitation involves the study of the rehabilitation potential of the individual (the system of personal characteristics that allow active and effective participation in the rehabilitation process) to determine the direction of psychological assistance. Rehabilitation technologies focused on correction and formation of adaptive personal attitudes, availability of various resource-developing types of psychological assistance will provide psychological readiness of the person to changes and will give the chance of finding of psychoemotional stability, understanding of the purposes, the changed opportunities and the place in life; overcoming of passivity, alienation; formation of independence, responsibility, an active life position. As a result of psychological rehabilitation, persons with disorders of the musculoskeletal system acquire a resource for strengthening mental and physical health and the possibility of self-realization. This article was implemented with the financial support of RFBR project № 18-413-310008\18

LIFE QUALITY HEALTH SCALE REGARDING REPRESSED SENIORS IN LATVIA

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Currently, the research of the psycho-biological aspect of active ageing as well as late maturity are not considered as a priority in Latvia; though, the yearly data by the Central Statistics Board reveal a steady growth of the senior population comparing to employed inhabitants. The aim of the project is to suggest definite ways how to preserve the potential of the human resources in the late maturity period, to clarify whether statistically meaningful differences do exist between the repressed Latvian seniors and the non-repressed Latvian seniors regarding their life quality. The scale of the seniors health condition is compared as well as analyzed; the indicators of their mental belief and strength in the development of fair world accordingly. 42 repressed and randomized non-repressed Latvian seniors between ages 65 and 83 participated in the research. The research tools are questionnaires and non-standard interviews. As a result, essential differences have been obtained in the descriptive and conclusive statistics as well as within the qualitative analysis

of the answers. The scale of the repressed life quality, its health as well as psychological climate correlate with the sense of socio-political justice. The family scale of the non-repressed life quality is linked with their personal justice as well as the common level of the sense of justice. The scale of the life quality, health and the scale of the socio-economic trends tend to feature negative associations, yet with a personal belief in the fair developments of a fair world. Despite old age (65-83), the majority of the repressed seniors as well as non-repressed seniors admitted their willingness to work instead of retiring. They are well-aware of their potential, being active and steady employees. Both groups are keen to appreciate the current developments in social life. Certain individual differences in the belief of a fair world point to the non-repressed disbelief, frustration and law inefficiency in the governmental policy. The repressed are unanimously dissatisfied with the governmental institutions and ongoing social processes in Latvia.

ON THE INDIVIDUAL AND TYPOLOGICAL CHARACTERISTICS OF GENERAL AND SPECIAL ABILITIES

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The elaboration of the typological conception in relation to the humans contributed to the formation of the unique trend – differential psychophysiology. The novelty of this fundamental trend is that within it the methodological system for measuring inclinations of different abilities for the first time has been created (B. M. Teplov, N. S. Leites, V. D. Nebylitsyn, E. A. Golubeva, M. K. Kabardov et al.). Some interesting materials have been obtained, which specify our ideas on the nature of cognitive and communicative abilities, on the orientation and research activity. 1. Complex (system) comparison of psychological, physiological and behavioral levels of individual differences permitted to examine the general and special abilities (mathematic, musical, linguistic, pedagogical, artistic and graphic, literary) from the new point of view, propose their classification taking the natural prerequisites into consideration and determine their place in the individuality structure. 2. Studies of interhemispheric correlations have supplemented the manifestations of special abilities, in particular, in studies of the 'language–speech' dichotomy, which is examined together with the brain interhemispheric functional asymmetry. 3. It is

well-known that alongside with the nervous system's properties existing in both humans and animals I. P. Pavlov proposed the special human typology – 'artistic' and 'thinking' types, which gives the opportunity for qualitative description of naturally stipulated information, activity processing types. In particular, the following dichotomies have been established: 'Communicative and speech', 'cognitive and linguistic' and mixed type of language abilities (M. K. Kabardov, E. A. Bauer), 'algebraists' and 'geometricians' (I. A. Levochkina, E. P. Guseva). Two other types have been discovered among the artistically gifted people – 'painters' and 'graphic artists' (E. A. Artsishevskaya). 'Teacher–method–pupil' model (M. K. Kabardov) is also closely connected with the substantiation of the natural conditionality of different types of abilities. The rigid links in the triad permit to check the genuine relation between the natural and the acquired. It has been demonstrated that each of these three factors is variative: the styles of the teacher's activity; education styles, or teaching methods (or education technologies) types; individual strategies of mastering knowledge, abilities and skills.

IN NEED FOR ACCEPTANCE OF PSYCHOLOGICAL RESEARCH AND THE VALUE OF METHODOLOGICAL TRAINING IN PSYCHOLOGY UNDERGRADUATES

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Psychology undergraduate students often fall prey to widespread misconceptions about the human mind. Here we examined whether student perceptions of psychology as a scientific discipline may predict common myths held in psychology. For this purpose, the scales Psychology As a Science (PAS), measuring the degree to which respondents view psychology as a science, and Psychology Information Questionnaire (PIQ), quantifying endorsed myths in psychology, were employed. PAS can be divided into three subscales: (1) respondents' willingness to place psychology in the same conceptual or functional framework as the hard sciences; (2) beliefs regarding the need for psychological research and the value of methodological training; (3) views of determinism

and belief in the predictability of behavior. Our sample comprised 51 psychology undergraduate students with an average age of 22 years. Overall, these results indicate that our students demonstrated a high number of erroneous beliefs about psychology. Multiple regression analysis also revealed that only beliefs regarding the need for psychological research and the value of methodological training predicted in a statistically significant way common misconceptions about psychology. This investigation, therefore, suggests that offering a rigorous curriculum and extensive support to develop an interest in solid psychological methodology might help train psychology students to be less gullible and more skeptical about mind myths.

PSYCHOMETRIC EVALUATION OF THE READINESS FOR INTERPROFESSIONAL LEARNING SCALE (RIPLS) QUESTIONNAIRE IN HEALTHCARE UNDERGRADUATE STUDENTS

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RIPLS (Readiness for InterProfessional Learning Scale) is a self-report instrument to assess the readiness of students to engage interactively with students of other health professions in learning together. It can be divided into 4 subscales: (1) Teamwork & Collaboration (9 items); (2) Negative Professional Identity (3 items); (3) Positive Professional Identity (4 items); and (4) Roles & Responsibilities (3 items). Our present aims were to (1) evaluate attitudes and perceptions of health care undergraduate students regarding InterProfessional Education (IPE) and (2) determine the psychometric properties of the RIPLS. For this purpose, three hundred and thirty-seven Healthcare undergraduate students at European University of Madrid completed the RIPLS questionnaire.

Our results demonstrated that Cronbach's alpha for the RIPLS showed favorable overall reliability in terms of internal consistency, except for subscale 4. Importantly, the RIPLS score was sensitive to sex differences in subscales 2 and 4, as well as type of degree (Nursing vs. other Healthcare degrees) for subscale 4. Furthermore, age might inversely correlate with subscale 4 scoring. Finally, year did not account for differences in RIPLS scoring. All in all, the reliability and psychometric properties obtained in this study support the conclusion that this scale might represent a useful tool for the measure of changes in InterProfessional Education. Future research is needed to further evaluate and confirm the psychometric characteristics of this scale.

PSYCHOMETRIC ASSESSMENT OF A CEPHALOMETRIC RUBRIC IN DENTISTRY UNDERGRADUATE STUDENTS

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Educational practitioners in orthodontics have used cephalometric training as an instructional strategy for decades. Despite their widespread use, there is a lack of psychometrically sound assessment rubrics that researchers and practitioners can use to evaluate the quality of cephalometric training. To explore this issue, we developed and evaluated a new rubric tested in a sample of 126 dentistry undergraduate students

at European University of Madrid. By applying reliability analysis, we found that our rubric demonstrated acceptable psychometric properties. We also observed that the internal structure of the rubric was unidimensional in our exploratory factorial analysis. We discuss implications for dentistry research and practice in relation with the use of modern psychometric tools.

FEATURES OF FACIAL EXPRESSION RECOGNITION BY RUSSIAN AND VIETNAMESE STUDENTS

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Socio-political instability in the world and migration processes give rise to problem situations in modern society. The value of social perception and social intelligence increases significantly, contributing to better mutual understanding and readiness for interaction between representatives of different cultures. The theoretical and methodological basis of the research consists of theories (F. E. Vernon, J. Guilford, M. O`Sullivan, N. Cantor, J. F. Kihlstrom, D. V.

Ushakov and others). The following methodological tools were used in the empirical research: 1) the test "Social Intelligence" by J. P. Guilford, aimed at the study of the social and intellectual abilities of the individual; 2) MSFDE (Montreal Set of Facial Displays of Emotion), aimed at studying the ability to recognize facial expression on the faces of our own and other ethnophors. The methods of mathematical statistics were used: Spearman's correlation analysis and comparative analysis using the Mann-Whitney U test. The sample included 123

Russian students and 110 Vietnamese students, whose average age was 24 years. The study revealed that the success of the facial expression recognition by Russian subjects is related to their greater openness and communication experience, and for Vietnamese subjects to their greater femininity and tendency to seek social support. Thus, it was revealed that a high level of ability to predict the completion of a situation and read non-verbal emotions allows students from Russia to recognize facial expression more successfully, and students from Vietnam, due to their propensity to seek social support, realized through anticipation and flash-forward of actions are equally successful, as well as students from Asian countries recognize facial expression on people of Asian descent. The theoretical and empirical research was carried out with the financial support of the Russian Foundation for Basic Research, grant No. 17-06-00834 "Intellectual bases for the recognition of emotions by representatives of different cultures."

VIOLENCE AS A RESULT OF POLITICAL POLARIZATION: A MEDIA SOCIAL STUDY

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Brazil is recently experiencing a phenomenon of political polarization, especially after the presidential elections of 2015 and the events that ended up generating the impeachment of the president-elect in 2015, Dilma Roussef. After these events, there was an increase in political polarization between opponents and impeachment advocates, and the ever more uninhibited presence of extreme right-wing discourses, associated with religious justification for the discrimination of 'minorities' (women, blacks, homosexuals, etc.). These discourses have been aimed at reducing the rights of marginalized populations, minorities and immigrants. Such polarization can be perceived through the restriction of social circles, since people who were once friends and even family members have cut off relations because of political dissent. Such phenomenon has had a lot of visibility through social networks, where people have blocked contacts with people who think differently, or even engaged in open

conflicts because of this political dissent. In this political context has been characterized by a virtual campaign solidary with other far wing Based on the Theory of Social Representations, this study aimed at identifying and analyzing the social representations of violence and political polarization in two Brazilian newspapers: A Folha de São Paulo and Estado de São Paulo, since January 2016 to December 2018. The database was created considering only the news that referred to violence in the context on political polarization in Brazil. The data were analyzed through lexical analysis with IRaMuTeQ software. Twenty five articles were analyzed. The news gave emphasis to the cases of violence that occurred mainly during the electoral period, including the attack suffered by the candidate Bolsonaro and the attack suffered by Lula's millitarians. Another aspect raised was the climate of persecution in federal universities, where teachers were prohibited to talking about politics in the classroom.

THE COST OF SHIFTING ATTENTION IN DEPTH BETWEEN REAL AND MIRRORED SPACE

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Although mirrors are commonly used, how the human visual system operates in mirrored space remains unclear. Humans are capable of acquiring necessary information in mirrored space, even though all the images are reversed in reference to objects in real space. Therefore, in the present study, two experiments were conducted under real and mirrored observation conditions to compare the characteristics associated with shifting attention in depth. The study participants were 12 observers. A fixation point was located 120 cm from the participants. Four cubes with LEDs were arranged nearer to and farther from the fixation point under different depth conditions. The cueing paradigm (Posner et al., 1980) was used to clarify how well the observers could control their attention distribution. Information about the direction of a target relative to the fixation point (near/far) was based on color. Observers who used a chin rest were required to detect the target depending on pre-cues. The duration of the cue presentations was 300 ms. After the disappearance of the cue, a single target was presented. Under the real

condition, the stimuli were presented in front of the observer, whereas, under the mirror condition, the stimuli were presented through a mirror (43 × 45 cm) behind the observer. The experimental design consisted of two observation conditions (real and mirrored), two types of cue validity (valid and invalid), and four target locations. The attentional costs were calculated (invalid trials minus valid trials) for each target location in the real and mirrored space. The results of a two-way ANOVA (observation × target locations) indicated a marginal difference in the main effect of the observation condition; however, no difference was observed in the main effect of target location, and no significant interaction was identified. Therefore, the attentional cost in mirrored space was larger than that in real space (32 vs. 21 ms, respectively). The findings of the present study suggest that the cost for reallocating attention in terms of depth is effortless under real observation conditions. Therefore, the difficulty in allocating attention to the rear space might represent a particular characteristic of mirrored space.

RELATIONSHIP BETWEEN YOUNG CHILDREN'S PLAY AND SOCIAL SELF-EFFICACY

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In early childhood, children begin to feel social self-efficacy. It has previously been suggested that children's cognitions of their teacher affects their social self-efficacy. However, the components of social self-efficacy are still not fully understood. This study aimed to examine the relationship between young children's play and social self-efficacy. Participants were 30 Japanese preschoolers aged 5 and 6 years. The children were observed for 40-min periods in free-play settings using a video recorder, and their behaviors were coded to one of four play behaviors (functional play, constructive play, dramatic play, and games-with-rules) or eight non-play behaviors (exploratory, reading, unoccupied behavior, onlooker behavior,

transition, active conversation, aggression, and rough-and-tumble) according to the Play Observation Scale. To examine the children's social self-efficacy, the Young Children's Self-Efficacy for Peer Interaction Scale was administered to the children. It was found that the children's dramatic play with other children was positively related to their social self-efficacy. In addition, the children's non-play behaviors, such as unoccupied behavior or exploratory, were negatively associated with their social self-efficacy. These results suggested that development of representational abilities demonstrated in group play may have an important role in young children's social self-efficacy.

PERSONAL WISDOM DEVELOPMENT INVOLVES PAIN AND SUFFERING: EXPERIMENTAL VALIDATION

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Personal growth occurs with life experiences and most importantly handling and reflecting on negative life experiences teaches us more (Mickler & Staudinger, 2008; Staudinger & Gluck, 2011). The distinction between personal and general wisdom is based on the differences in the development process and well-being paradox. Personal wisdom development involves more pain and suffering (Staudinger et al., 2005) yet feels more satisfying in retrospect. The wisdom literature so far is focused on understanding the concept which is majorly correlational, and recommendations are to study the idea experimentally so the concept can be brought to the intervention arena. Therefore, the present study attempts to explore, 'the effect of personality disposition (emotional regulation, reflectiveness, openness to experiences and action orientation) in decision making and affect handling (regret handling). Precisely, 1) if people with different personality disposition differ in the choices, exploring the alternatives and handling regret in the face of failure; 2) if people with higher action orientation chose a risky option and if this choice results into failure how do they handle and finally, 3) does personality disposition

predict regret handling. The objective was explored by implying SAWS questionnaire, share market task, and interview. The results suggested that openness to experience and preoccupation vs. disengagement dimension of action orientation significantly influences choice making and comparatively less regret experience. Additionally, individual high on openness and action orientation explore more alternative, choose risky options and report less regret if faced with failure. The common explanation for less regret after failure revolved around the theme of 'at least I tried'. The mediator regression analysis suggested that the individuals with initiative tendencies regret less, similarly, people with openness to experience also regret less than their counterparts. However, individuals with high initiatives and openness to experience regret more in comparison to people with only openness or initiative tendencies. This experimental evidence confirms the observation that individuals who are open to different experiences and take specific actions to try new things will face more ups and downs and yet experience less regret.

THE EFFECT OF THE ANTISACCADE TASK ON MICROSACCADE SUPPRESSION IN THE POSNER CUEING PARADIGM

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Microsaccadic eye movements belong to the category of micromovements, such as tremor and drift, though their functional purpose is still debated. Spatial cueing paradigms typically require fixational control, but this does not eliminate all oculomotor activity associated with the preparation of saccades in the cued direction. During the antisaccade task, planning and execution are separate processes and we therefore hypothesise that we may notice reduced microsaccade behaviour during the execution of antisaccade tasks as compared to saccade trials. The study is based on an eye-tracking experiment involving 22 participants asked to perform saccades and antisaccades in blocked or mixed sets of trials. Each participant contributed to three main blocks: 50 trials in the fixed saccade block, 50 trials in the fixed antisaccade block, and 200 trials in the mixed saccade – antisaccade condition. In the saccade trials, a green fixation cross is displayed at the centre of the screen, whereas during the antisaccade trials the fixation cross is red,

allowing participants to prepare the appropriate response (but not direction) prior to the target. The results of the study imply a strong latency cost of antisaccades as compared to prosaccades and an additional cost of mixed blocks, though these two effects did not interact. Crucially, in the blocked antisaccade trials, we predict that a suppressed oculomotor system would lead to a lower occurrence of microsaccades initiated by the participants, in particular the trials where observers did not make erroneous prosaccades. We believe this may be due to participants having enough time to prepare the top-down control of the oculomotor system, which leads to a predictable pattern for each participant, where they either suppress microsaccadic movements completely or do not throughout the entire block. We also predict that in the mixed block participants have less time to prepare the top-down microsaccade suppression and we will test this by comparing data between the saccade, the antisaccade and mixed blocks.

THE RELATIONSHIP OF READINESS TO FORGIVE LEVEL WITH SUBJECTIVE WELL-BEING AND EMOTIONAL INTELLIGENCE.

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Engineering progress and rapidly changing social environment cause the increase of negative factors influencing people, impairing their emotional health. The study of complex relationship between the level of readiness to forgive and subjective emotional well-being, as well as heterogeneous interpretations of causes and manifestations of this relationship requiring new research strategies and appropriate psychological tools is of current concern. Based on the analysis of the concepts of forgiveness, emotional well-being and emotional intelligence and the study of the forgiveness phenomenon, we believe that emotional awareness and empathy are among the main forgiveness formation mechanisms. Objectives: 1) To analyze the level of readiness to forgive and distinguish groups of subjects who display low, medium and high tendency to forgive. 2) To reveal the level of emotional well-being and emotional intelligence and to determine the relationship with readiness to forgive level. Respondents: 75 students studying "Health Psychology". For emotional well-being evaluation we used a subjective well-being scale. For the emotional intelligence study we used N. Hall's technique. To determine the level

of readiness to forgive, we developed a questionnaire that was based on the forgiveness phenomenon analysis obtained at the previous stage of the study. The variants of answers were scored on a scale, enabling numerical assessment of readiness to forgive. In accordance with the result, the respondents were divided into three groups, i.e. high, medium and low levels of readiness. Positive, reliable correlations were observed between the readiness to forgive level and subjective well-being indicators: "self-evaluation of health" and "level of satisfaction with everyday life". The higher the indicator of readiness, the more pronounced the feeling of subjective well-being. We revealed significant correlations between "readiness to forgive level" and "emotional awareness"; "readiness to forgive level" and "emotional control"; "readiness to forgive level" and "self-motivation". The "readiness to forgive level" values were also correlated with emotional intelligence "integrative indicator". The results of the research add to the knowledge of forgiveness and can be used to diagnose problems in the emotional sphere as well as improve preventive measures by developing the readiness to forgive.

SELF-COMPASSION, RUMINATION AND SLEEP QUALITY – EVIDENCE FROM CORRELATIONAL AND INTERVENTION STUDIES

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Poor sleep quality is highly prevalent in modern societies and can be associated with a multitude of problems for individuals and organizations, and also for society at large. Thus, there is a demand for research on the factors that contribute to sleep quality and for low cost interventions to enhance sleep quality. The present research projects analyses the relationship between the person factor self-compassion and sleep quality. Furthermore, it tests the hypothesis that this relationship is mediated by a diminished rumination. A self-compassionate mindset comprises a positive and caring attitude of a person toward her-or himself in the face of failures and individual shortcomings. Various work presented by Neff and colleagues has already demonstrated that self-compassion can provide a buffer against stress (Leary, Tate, Adams, Allen, & Hancock, 2007; Neff, Kirkpatrick, & Rude, 2007) and that self-compassion is negatively associated with rumination (Neff & Vonk, 2009, Raes, 2010). Corroborating this work, Zessin, Dickhäuser, and Garbade (2015) concluded in a recent meta-analysis that self-compassion is strongly linked to well-being ($r = .47$). However, to our knowledge, there is no published research on self-compassion as a coping mechanism against

stressors with regard to sleep quality. The present research fills this gap by presenting (1) correlational evidence that self-compassion predicts higher sleep quality (e.g. daily protocol studies on sleep quality; studies with students' self-reports) and by (2) experimental approaches to study whether short self-compassion interventions improve sleep quality. Results show indeed a positive relationship between self-compassion and sleep quality. This effect was mediated by rumination. Also in line with hypotheses, short self-compassion interventions improved sleep quality via reducing ruminative thoughts: Students in two different self-compassion intervention conditions reported higher sleep quality compared to a control condition. Again, rumination mediated this effect. In addition patients with major depressive disorder reported a significant increase in sleep quality and a significant decrease of ruminative thoughts after one week in a daily self-compassion intervention (compared to patients in a control condition). Limitations and implications for future research, such as the need of placebo control groups, objective sleep quality measures, and person-intervention fit designs are discussed.

PREVENTING SICKNESS ABSENTEEISM AMONG EMPLOYEES WITH COMMON MENTAL DISORDERS OR STRESS-RELATED SYMPTOMS AT WORK: A CLUSTER RCT CONDUCTED AT THE OCCUPATIONAL HEALTH SERVICES

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One of the main leading causes of sick leave in Sweden is Common Mental Disorders (CMD). This results in suffering for the individual and financial costs for the employer and society at large. Occupational Health Services (OHS) can offer employees help with interventions that consider both the individual and the work situation. The aim of the current study project was to evaluate the effectiveness of an intervention given at OHS to employees with CMD or stress-related symptoms, aimed to improve the match between the employee and the job situation. Employees received either a problem solving based intervention (n=41) or treatment as usual (TAU; n=59). First, the OHS consultant interviewed the employee and the employee's supervisor individually. Thereafter, they had a joint meeting with the consultant. Data was obtained through questionnaires filled in by the employees at baseline, at 6 months and at 12 months after baseline as well as through monthly sms messages. The primary outcome was the total number of days of registered sickness

absence during the 12-month follow-up period. Secondary outcomes were self-reported sickness absence, mental health, workability, impaired work performance and health related quality of life. The results reported here are based on self-report data. We investigated whether the frequency of sickness absence differed between the TAU group compared to the intervention group and whether exhaustion could predict the frequency of sickness absence. The intervention group had a lower total mean frequency of sickness absence compared to the TAU group, but preliminary results revealed this difference to be not statistically significant. Regression analysis showed that exhaustion was a statistically significant predictor, it was positively related to frequency of sickness absence, but there were no differences between the groups. The results will be of relevance both for the OHS sector as well as for interventions given at other arenas since it is important to find interventions that can reduce sick leave and costs and increase work ability.

THE ROLE OF SOCIAL WORKERS, PSYCHOLOGISTS AND PSYCHIATRISTS IN EASTERN AND WESTERN EUROPE: (WHAT) CAN WE LEARN FROM EACH OTHER?

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The Netherlands used to be and still is a very individualistic society (Hofstede Insights, n.d.), but the government aims to create a "participation society" (Rijksoverheid, 2013). In a participation society citizens are supposed to support and take care of each other. Appealing for aid (e.g., using social services) from the government is only an option when the person in question has no other resources such as a social network (Van Houten et al, 2008). Hence, a more collectivistic society is needed. Many eastern European countries used to have a collectivistic culture (Hofstede Insights, n.d.), but are dealing with other challenges related to social services and health care, certainly in the post-communist era: e.g., from our personal experiences we have observed that (mental) health care institutions in former Yugoslavian countries do not deliver services that match the high quality criteria of many western European countries. Additionally, we have observed that social workers in Serbia have a stronger position compared to Dutch social workers as they often fulfill the role of case manager in the health care system. Contrary, in

the Netherlands licensed clinical psychologists or psychiatrists are fulfilling the case management role resulting in the probability that social service users are supported ('treated') from a medical perspective which can lead to more frequent and longer hospitalization. Moreover, the (traditional) context of western European societies differs considerably from eastern European societies, especially regarding the role family plays in feeling responsible and taking care of its members. The aim of the current research project is to examine the roles social workers, psychologists and psychiatrists fulfill in western European countries compared to eastern European countries. We are planning to examine these (various) roles in relation to the quality of support and in relation to the outcomes for social service users of different countries. Additionally, we are including the social context and structures in our research. This all is supposed to lead to practical implications by learning from each other. Currently, we are looking for partners (e.g., social services and universities) who want to collaborate in this research project.

PSYCHOANALYTIC FINDS OF THE INTERNET GAMING DISORDER: CASE REPORT FROM A NETNOGRAPHY WITH BRAZILIAN COMPULSIVE GAMERS

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The Internet Gaming Disorder, as seen in the DSM (2013) and now validated as a disease by the ICD-11 (2018), has been little investigated by psychoanalysis. The compulsive gaming and addictive behavior provides a significant distress in the individual's everyday life, where the loss of control, escape from reality and social impairments are common symptoms. Therefore, we aimed our research at unveiling the development of its suffering organization. Here, we present one of the crucial cases discoveries from a compulsive online gamer based on the ongoing netnography (Kozinets, 2015) research that has been conducted with Brazilians young adults. For the data gathering we performed a netnography interview using the psychoanalytic discourse (Lacan, 1957/1998) as our canvas and as a method to interpret its results. Our findings point to the role of the ideal ego in gaming, where the subject tries to reach the narcissistic ideal self again, as once supposed by its parents, in single or multiplayer games. In case of this specific subject, complementary to his imaginary

suffering, the compulsive gaming got chronic after a disappointment in the subject's dream job, in which he failed. His supposed-to-have set of skills were not enough for his tutor to acknowledge and recognize him as what he believed he was and intended to be. Nonetheless, the saga that he often lives throughout the narrative of the games makes a fertile soil for his symbolic fantasy to occur, as the recurrent gaming makes it possible for the compulsion to repeat and take place, making a secondary gain effect to subjects' life by relieving negative feelings. We conclude that, first, the imaginary realm is very appealing to gaming compulsion, since it makes it possible for the subject to see himself projected as the ideal ego, and it is made chronic when things do not go the way he desires in real life. Secondly, that the game is a fertile place for the compulsion of repetition to take place. We hope that this case report stimulates research in the Freudian field on compulsive gaming and that its finds benefit others to enhanced comprehend and treatment.

THE POLISH VALIDATION OF THE FUTURE TIME PERSPECTIVE SCALE

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This study aimed to verify the psychometric properties of the Polish version of the Future Time Perspective Scale (FTPS), developed by Carstensen and Lang. We conducted three studies. In Study 1 the sample consisted of $N = 652$ participants aged 18 to 79 ($M_{age} = 40.82$, $SD = 14.72$). We performed confirmatory factor analyses to verify the dimensional structure of future time perspective and obtained a three-factor solution, the factors being: Focus on Opportunity, Focus on Time, and Focus on Life. In Study 2, the sample consisted of 771 participants aged 18 to 75 ($M = 44.49$, $SD = 15.00$). We

confirmed the previously obtained three-factor solution for Polish version of the FTPS (FTPS/PL). We computed a correlation analysis to examine its external validity. The results confirmed the reliability of the FTPS/PL, its external validity, and the three-dimensional structure of future time perspective. Additionally, we examined the incremental validity of FTPS/PL for life satisfaction and positive and negative affect. In Study 3 we examined the test-retest reliability of the scale over one year. The results supported the possibility of using the Polish version of the FTPS in research.

MOTIVATIONAL AND COGNITIVE CORRELATES OF CREATIVITY

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Creativity is considered as presenting one of the more complex cognitive activities which involves several cognitive processes, personality tendencies and motivational-affective reactions. The objective of the talk is to examine the joint impact of cognitive and motivational variables in regard to creativity. The participants were 90 students in the behavioral sciences. They were administered the Torrance test of creativity assessing fluency, flexibility, elaboration and originality, and a survey about their interests in creativity which yielded an overall score of creativity interest. Cognitive processes were assessed by means of the Meaning Test (Kreitler, 2014) which provides information about the frequency with which the individual applies a set of different cognitive processes, based on analyzing communications of meaning the individual gives to a standard set of inputs. Previous studies (Kreitler & Casakin) showed that high scorers on creativity differ from low scorers in applying a specific set of cognitive processes, including examples, metaphors, shifts from the input, and content categories of structure and

manner of operation. An index representing these variables was defined. Motivational processes were assessed by the cognitive orientation questionnaire of creativity (Casakin & Kreitler) which provides scores on a set of four types of beliefs (about oneself, about others and reality, about norms and rules and about goals and wishes) referring to themes, such as self expression, and interest in innovation that were found to characterize creative individuals. The results of a regression analysis showed that the cognitive and motivational scores together provided a significant prediction of the four creativity factors (Torrance test). The variables with the highest coefficients were goal beliefs and self beliefs. The contribution of the motivational scores was higher than that of the cognitive. Interest in creativity was correlated significantly only with self beliefs. The findings shed light on the relative role of cognition and motivation in regard to creativity, providing guidelines for interventions designed to improve creativity.

TWIN MECHANISMS: RAPID SCENE RECOGNITION INVOLVES BOTH FEEDFORWARD AND FEEDBACK PROCESSING

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The low spatial frequency (LSF) component of visual stream rapidly conveyed coarse information for global perception, while the high spatial frequency (HSF) component delivered fine-grained information for detailed analyses. Early feedforward theorists deemed that a coarse-to-fine process was sufficient for rapid scene recognition. However, some researchers discovered some early local recurrent processing in the primary visual cortex. The present study aimed to deeply explore how different spatial frequency components interacted with each other in the process of rapid scene recognition. The response priming paradigm was applied in the present study. It posited that a prime-target system was behaviorally equivalent to a feedforward system if the prime effect was enhanced with increase of SOA. Experiment 1 aimed to explore whether rapid feedforward sweep of original natural images could reveal a response priming effect. Further, in Experiment 2a, the LSF and HSF components of the same picture were set to be prime and target respectively. According to the coarse-to-fine theory, the LSF-to-HSF sequence may reproduce the response priming effect. As a comparison,

Experiment 2b adopted the HSF-to-LSF sequence. Using original natural images, we found a typical response prime effect of both accuracy ($F(4,56)=3.18, p<0.05, \eta^2=0.19$) and RT ($F(4,56)=3.90, p<0.05, \eta^2=0.22$) in Experiment 1. This was consistent with the findings of previous study (Schmidt & Schmidt, 2009). But in Experiment 2, when the HSF and the LSF components of the same pictures were presented in a rapid sequence, neither the LSF-to-HSF sequence nor the HSF-to-LSF sequence reproduced the response priming effect. These results demonstrated that LSF or HSF component alone was not sufficient for rapid scene recognition. On one hand, participants needed some local recurrent processing in the primary visual cortex to integrate different spatial frequency components. On the other hand, low spatial frequency information was not conveyed faster than high spatial frequency information. Participants would take advantage of different spatial frequency information under different circumstances. In summary, rapid scene recognition involves both feedforward and feedback processing.

PSYCHOLOGICAL PREREQUISITES FOR WOMEN'S TOLERANCE TO GENDER-BASED VIOLENCE IN RELATIONSHIP

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According to the results of the research made by the Amnesty International human rights organization, fourteen thousand women die every year in Russia as a result of male spousal violence. The problem of gender-based violence reflects cultural traditions, socio-economic factors and individual-psychological attitude of the person to this phenomenon. The purpose of this study was to identify psychological factors and prerequisites to women's tolerant attitude towards gender-based violence in relations. The woman's tolerance for the manifestations of gender-based aggression may be classified as the woman's lack of attempts to interrupt stop oppose confront this traumatic relationship. The following methods have been used: Questionnaire "Masculinity, feminism and gender type of personality" (Bem Sex Role Inventory adaptation of O.Lopukhova); "Questionnaire of the Image of Own Body" (O.Skogarevsky); "Scale for Moral Disengagement Assessment" (adaptation of Y.Ledovaya, R.Tikhonov, O.Bogolyubova, E.Kazennaya, Y.Sorokina), the author's questionnaire. The author's questionnaire aims to study the experience of parental violence towards their children, as well as to assess the current relationship and identify manifestations of gender-based violence in it.

The study involved 906 women aged from 16 to 42. For this purpose correlation analysis, factor analysis, and analysis of variance have been used. Three types of manifestations of gender-based violence against women are empirically identified: physical; psychological and economic gender-based violence. It has been stated that there is certain correlation between the experience of violence experienced by women in interpersonal relationship with the experience of parental violence towards their children: $R_s=.279$, $p<0.001$. The correlation between dissatisfaction with own body and tolerance to gender violence in relations is shown: $R_s=.122$, $p<0.01$. It has been proved that the psychological prerequisites of women's tolerance to the manifestations of gender-based violence in relationship are: experience of violence in childhood ($R_s=.279$, $p<0.001$), dissatisfaction with the own body ($R_s=.122$, $p<0.01$), manifestation of mechanisms of alienation of moral responsibility ($R_s=.116$, $p\leq 0,01$) and some socio-demographic factors. The results of this work provide an opportunity to create an express method of diagnosing gender-based violence in interpersonal relationships and contribute to practitioners' awareness of the causes of this phenomenon.

SATISFACTION WITH BODY IMAGE AS A COMPONENT OF SUBJECTIVE WELL-BEING

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The development of visual culture, aggressive influence of images advertised in modern society lead to actualization of the problem of self-image of body and physical attractiveness in many people. These days in Russian society it is possible to distinguish a tendency to formation of a cult of a healthy beautiful body. On the one hand a lot of people start taking closer care of their bodies. On the other hand however this may cause a decrease in self-esteem among those who consider their bodies to be inappropriate with the accepted standards of beauty and attractiveness. The following methods have been used: "Questionnaire of the Image of Own Body" and "Scale of Satisfaction with Own Body" (O.Skogarevsky); "Positive and Negative Affect Schedule" (D.Watson; L.A.Clark; A.Tellegen; adaptation by E.Osin), "Satisfaction With Life Scale" (E.Diener, R.A.Emmons, R.J.Larsen и S.Griffin; adaptation of D.Leontiev and E.Osin), "Scale of Subjective Happiness" (S.Lyubomirsky, H.Lepper, adaptation of D.Leontiev), the author's questionnaire. The study involved 560 people aged from 16 to 42: 132 men and 428 women. For this purpose correlation analysis, factor

analysis, regression analysis and analysis of variance have been used. It has been proved out that the subjective well-being of the individual and the satisfaction of the body in men and women at each age-related stage of life are closely interrelated. The difference of self-esteem structure of body parts in men and women has been shown. The influence of socio-demographic indicators (education, marital status, presence of children, etc.) on the satisfaction with the body has been proved. Marital status affects the satisfaction of the body in men and women. According to the results of the study it has been found out that the satisfaction with the body is a component of subjective well-being and is interrelated with a number of individual personality characteristics. In the structure of satisfaction with separate parts of own body in men and women it is possible to allocate both general tendencies and certain gender specificity. The obtained results represent both scientific and practical interest for specialists dealing with the problems of body perception and informational and psychological safety of the person.

TRANSFORMATION OF MUTUAL ETHNIC STEREOTYPES AND GROWTH OF SOCIAL DISTANCE AMONG YOUNG PEOPLE IN THE REGIONS OF LOCAL MILITARY CONFLICTS (DONETSK, UKRAINE), POST-CONFLICT REGIONS (CHECHEN REPUBLIC, RUSSIA) AND BORDER REGIONS (ROSTOV-ON-DON, RUSSIA)

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The research is focused on the influence of ethnical identity on forming ethnical stereotypes among modern youth. The experimental basis of the study were state universities of Rostov-on-Don (as border region), Donetsk (as region of local military conflict) and Grozny (as a post-conflict region) with a total of 150 participants. Using standardized methods ("Tolerance index" by G.U. Soldatova, etc; "Types of ethnic identity" by G.U. Soldatova, S.V.Ryzhova; "The scale of social distance" by E.Bogardus; "Bipolar profiles") we identified type of ethnical identity, level of tolerance and social distance with other ethnical groups of each participant. Using bipolar scales of psychological traits allowed us to determine the content of autostereotypes and heterostereotypes between student from listed above regions. Using statistics allows us to draw a number of conclusions. The growth of social tension in the country or tightening of foreign-political situation moves youth's ethnic identity to the pole of ethnic hyperidentity along with reduction in the level of ethnic tolerance and growth of social distance with other ethnic groups. Ethnic hyperidentity manifests in the

genesis of ethnic positive autostereotypes and negative heterostereotypes among youth. Level of social distance among the youth in zones of varying conflict degrees is significantly different: students from the border and post-conflict regions show historically formed the degree of closeness-distance between ethnic groups, students from the region of the local military conflict show maximum distance with those ethnic groups that are at least minimally involved in the conflict, or just mentioned in the media coverage of the conflict, and the minimum distance with the ethnic groups, which themselves were ever members of local military conflicts. Increase of the social distance with the prevailing density of the population of ethnic groups was found in the region of local military conflicts. In region of local conflict with confrontation between subgroups within the same ethnic group we found changes not only in the variation part of the ethnic stereotype, but also in the core. In this case, there is a manifestation and increased social distance from their own ethnic group.

CROSS-CULTURAL VERSION OF AN ONLINE MINDFULNESS INTERVENTION FOR INTERNATIONAL STUDENTS IN GERMANY: A RANDOMIZED CONTROLLED PILOT STUDY

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The stress level of university students affects not only their studies, but it also decreases their quality of life and can cause psychosomatic symptoms. Additionally, among international students, stress is influenced by living in and adapting to a foreign country, language barriers, and discrimination. Thus, makes it difficult for them to get access to support services in the host country. While stress seems inevitable among students, in a meta-analysis, online mindfulness interventions are proven to reduce stress (Jayewardene, Lohrmann, Erbe, & Torabi, 2017). Online interventions have the advantage of being independent of time and place, and its anonymity could attract more students to participate. In order to offer these students an intervention to reduce stress via increasing mindfulness and well-being, an online mindfulness intervention has been translated to English as generic as possible and will be presented to international students studying in Germany, Austria and Switzerland. The aim of this two-armed randomized controlled feasibility trial is to investigate the feasibility and acceptability of an English translated version of an online mindfulness intervention. The acceptability of a recruitment strategy,

satisfaction with the online intervention, acceptance and adherence will be assessed to modify for a future RCT. The effectiveness of the intervention and some secondary outcomes, e.g. increased well-being, will be compared with a waiting-list control group. At the end of the intervention, participants will be invited to an interview about their experience with the online intervention, focusing on cross-cultural challenges in using digitized health interventions. A total of 30 participants, 15 per group, will be recruited through email groups of various universities using the www.StudiCare.com framework. The online intervention consists of 7 modules and 2 booster sessions. Each module aims at teaching a different skill of mindfulness or stress management. The online platform can be reached 24/7 and the participants will receive tailored feedback after completing each module. The results of the study will be analyzed in SPSS 24 with independent samples T-tests and correlation analysis which will investigate the relationship between mindfulness and secondary outcomes of the study. Barriers and facilitators will be analyzed within a qualitative research approach.

SELF-REGULATION LEVEL AND INTERNET ADDICTION: AN EFFORT TO ESTABLISH CONNECTIONS IN A LONGITUDINAL RESEARCH

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The problem of pathological internet use is an example of a problem brought in our life by new technologies. But the pre-disposition to a non-chemical addiction is supposed to form in an earlier age and that justifies the importance of studying the connection between the self-regulation level and problems related to internet addiction. The aim of the current research is to compare the results of the research of the self-regulation level having been carried out in the age of 8 and 11 years with the data characterizing the risk of the internet addiction in the age of 20-21 years. The research sample includes 23 persons, 10 males and 13 females. The self-regulation level is diagnosed with the neuropsychological methods in the age of 8 and 11 years (Luria's battery of tests in the Semenovich's adaptation). The current self-regulation level is diagnosed with the Morosanova's Questionnaire, the risk of internet addiction is diagnosed with the Chen Internet Addiction Scale (CIAS). We have received

rather contradictory results. Three our participants have a pronounced pattern of internet-addicted behaviour. They had various level of self-regulation at the first two stages: from high to low, but now all of them show the medium level of self-regulation. It is also interesting that three other participants who demonstrate the low level of self-regulation according to the Morosanova's Questionnaire (two of them also had the low level at two previous stages) now show a minimal risk of internet addictive behaviour according to CIAS. An alarming result is that 10 participants (43%) are in the high-risk group of internet addiction. So the research shows that a low level of self-regulation either in elementary school or in the youth age does not always predict internet addiction, but the number of participants who can be related as the high-risk group for this issue is considerably high.

INNOVATIVE STUDIES ON ANALYTICAL PSYCHOLOGY'S ACTIVE IMAGINATION TECHNIQUE

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This presentation intends to report the results of the in-depth work on the Active Imagination technique performed by Sonia Lyra (PhD) and the group of psychologists that she coordinated in Brazil. This report has been collected from two unprecedented books published in Portuguese, which will soon be translated into English. The technique of Active Imagination was first developed by the Swiss psychiatrist Dr. Carl Gustav Jung (1875-1961) and then systematized by the Jungian analyst Dr. Robert Johnson (1921-2018), authors who provide the theoretical reference for the work. The technique has been researched in Brazil by the Psychologist and Jungian Analyst Sonia Lyra, Ph.D. in Religious Studies and Master's in Philosophy, and Director of Ichthys Institute of Analytical Psychology in Curitiba – Paraná, Brazil. Lyra created the first ever Graduate course in Active Imagination Technique for the 15 psychologists that formed the group. The first book – Creative and Active Imagination (2016), is divided into two parts. Part one presents 24 texts, approached from several different angles on the technique; while the

second part presents 6 texts on the scientific research already performed, beginning with cases of bruxism, Sjögren's Syndrome, and Post-traumatic Stress due to urban violence. The second book – Active Imagination: prima-materia of healing and quintessence of art (2017) consists of 18 articles on studies of the technique and its relation to healing and art. The technique of Active Imagination, as it has been practiced – one 60-minute session –, has been shown to be an effective factor in the transformation of psychosomatic symptoms. As a dialectic method, it promotes the dynamic interaction between conscious and unconscious contents, bringing about the possibility of symptom healing. In addition to the brief dissemination of the results obtained with the use of this technique so far, this presentation also identifies the new perspectives for research related to some psychosomatic symptoms which are currently in process: fibromyalgia, gestational infertility, insomnia, trichotillomania, burnout syndrome.

IMPROVISATION AS A METHOD OF COMMUNICATIVE SKILLS DEVELOPMENT

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The goal of our work is to create an improvised situation for communicative skills development. Improvisation is unexpected, spontaneous action, characterized by fast thinking and inquisitiveness. We were eager to find out the extent to which a stress situation slows down communication and improvisation processes and what helps to cope with a stressful situation created by us for the respondents. Method. The key aspect of our work was creating an improvised situation where participants had to demonstrate a high level of their communicative skills. The study experiment was carried out on the Department of Psychology of Moscow State University named after M. V. Lomonosov 30 full-time students have taken part in it. Within the framework of the study experiment the work included several stages: Preparation Stage, The Main Stage – execution, Final Stage. Preparation Stage included testing by two methods: 1.) Method of self-test on anxiety, rigidity, and extroversion (by D. Maudsley). 2.) Test for communication self-control estimation (M. Snyder) The improvisator got his bag by lot, started taking objects from it and speak about

them as if they belonged to him. Representatives of all groups acted as improvisators. Improvisation was videotaped, which allowed us to give a qualitative analysis and expert estimation of the participants' communicative skills, stress tolerance and spontaneity. We consciously selected a representative of the 'first' group to be the first participant of the experiment: according to the test results, members of this group have a low anxiety level and a high self-control level in communication, which is why it is easier for them to adapt to the suggested stress situation. Improvisators' behavior was different by the way they managed the space around, telling their story, while the answers to unexpected questions demonstrated the level of improvisators' spontaneity. Along with the study experiment the participants dove into the improvisation process deeper and the high level of communicative skills allowed them to cope with the stress situation, which was marked by expert analysts through giving high points to this parameter. The stress situation created by us was experienced by the participants as an optimal one for work.

PSYCHOLOGICAL IMPACT OF BRCA GENETIC COUNSELING: DECISION MAKING AND SUPPORT FOR WOMEN WITH RISK OF HEREDITARY CANCER

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About 5-10% of all breast cancer cases are attributable to germline mutations in BRCA1 or BRCA2 genes. Another type of cancer associated with germline mutations in the BRCA1 and BRCA2 tumor suppressor genes, is ovarian cancer. Positive results in the genetic test may produce important changes in the way patients perceive themselves and their family, it may have effects on personal identity, generate a sense of guilty toward family and a feeling of indeterminacy with depressive mood and fear of social discrimination. This is why Oncogenetic Counseling requires an interdisciplinary intervention: the contribution of psychology is, inside an integrated work, to prevent and manage dysfunctional psychological reactions to the genetic test, so that involved people can make informed and aware decisions about the preventive actions. The aim of this intervention-research is to identify how socio-demographic and psychological variables influence the decision making between prophylactic surgery actions (prophylactic salpingo-oophorectomy and/or prophylactic mastectomy) and intensive instrumental surveillance; to evaluate the efficacy of psychological support in decision making and

increasing awareness about the choice felt most appropriate. This is a longitudinal study, with 4 measurements: Time0 – Pre-test – when patients receive informations about the gene test and decide if they want to continue, the aim is to assess patients' present condition; Time1 – Post-test, when patients receive the result of the gene test, to evaluate the Decision Making in positive and negative people, positive ones begin an individual psychological support; Time2 (after 6 months) to evaluate the efficacy of psychological support for involved patients; Time3 (after 12 months) it is the time the psychological support end, the aim is to evaluate the efficacy of the procedure comparing who participated and who did not participate. The psychometric instruments used at each measurement are: Distress thermometer and Problem checklist, a self-report measure using an 11-point scale from 0 (no distress) to 10 (extreme distress). On the same page is an associated problem checklist, which asks whether the indicated level of distress is related to practical, family, emotional, spiritual or religious, or physical concerns; DSM-5 Self-Rated Level 1 Cross-Cutting Symptom Measure—Adult.

CATEGORICAL STRUCTURE OF YOUNG PEOPLE'S PERCEPTION OF RUSSIAN REGIONS

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There is fact noted by many researchers that human world-image reflects basic categories of personal identity. (Koltko-Rivera, Berger, Luckmann, Leont'ev, Petrenko). And one of its main components is image of Russia, which is systemically important representation in human world-image. Research objective – to detect perception particularities of image of Russia and its separate parts. Authorial quiz and immersed interview, psycho-semantic differential and projective methods in the research. 26 recipients (Mage=22.6 years, SD=2.78; 11 male; from 14 regions of Russia) took part in this research. Results. The result of quiz show that the recipients used mostly their own experience (≈ 45 per cent of formed image) while forming the picture of Russian subjects in their thoughts, and followed influence of mass media by 8 per cent. However, recipient's description of region images completely coincides with representation, provided by mass media. But at the same time the responders noted that they visited only 5-10 from 85 Russian regions and they could hardly have a personal experience of visiting the majority of regions and build a picture of it. Psycho-semantic research assumed description

of image of next regions: North of Russia, Central Russia, South of Russia, the Northern Caucasus, Volga region, Ural, Siberia, Far East. According to combined analysis the main 5 factors, which could explain 97% of dispersion were: factor of «Moral value» (39%), which includes: simple, compromise, merciful, ingenious, safe, peaceful, able to enrich, native, reliable, hardworking; factor of «Emotional distance»(26%): cheerful, bright, worm, dirty, flourishing, open, close, lazy; «Traditional character»factor (14%): spiritual, ugly, backward, generous, chaste, religious, independent; «Independent» factor (12%): powerful, strong, authority, independent; «Patriotism» factor (6%): patriotism, alike others, authority. In the course of projective method the participants should not art images connected with representations of a definite territory on a contoured map. The majority of associative images was connected with mention of 3 macro regions: Siberia (21), the Far East (15), North of Russia (18). These results proof concepts about significance of mass media impact on human individual consciousness (Winterhoff-Spurk, Bandura, Zinchenko, Matveeva, Sobkin).

ON THE RELATIONSHIP BETWEEN REGULATORY FOCUS AND RESPONSE BIAS IN MULTIPLE CHOICE EXAMS

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Regulatory focus is a strong predictor for a person's behaviour in signal detection tasks. While a promotion focus is related to a risky response strategy (hits, false alarms), a prevention focus is associated with a conservative strategy (correct rejections, misses). The present research is based upon the assumption that multiple-choice (MC) examinations represent typical signal-detection situations. It includes six studies that examined the effect of students' regulatory focus on their test-taking response bias in MC items.

Altogether, the results provide good support for the hypothesized association between promotion focus and the tendency to make errors of commissions (rather than omissions), and conditioned evidence for the hypothesized association between promotion focus and the tendency to confirm (rather than negate) test items. Findings concerning prevention focus were heterogeneous. In sum, this research extends the generalizability of the predictions from regulatory focus theory to the context of MC examinations.

SEPARATE CLASSES FOR BOYS AND GIRLS (SEPARATE EDUCATION)

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The problem of education of boys and girls together has always been quite important and stressing, because many parents believe that if the classes are divided according to the gender of the children, it can increase the effectiveness of the educational process. Currently, the topic of my scientific dissertation is: "It is reasonable to teach boys and girls in separate classes". Years ago separate classes for boys and girls really existed, but today such an approach is considered to be too conservative and strict. Nevertheless, there still supporters of this manner of education and there are opponents to its and both teams try to persuade one another in the sensibility of their ideas and evidence. Actual gender studies at the modern stage of social

development are specified by a number of phenomena and factors: change of gender stereotypes and gender-role interactions in the society; more active participation of females in different types of professional activity; exacerbation of marriage problems, divorces, loneliness in Russia; growing number of psychic, psycho-somatic and sexual disorders, including under influence of inadequate psycho-sexual identity. In domestic science, the issues of gender identification were covered in the works of A.V.Mudrik, V.D.Eremeeva, I.S.Kletsina, E.M.Tikhomirova, G.A.Nasledova, L.N.Nadolinskaya, P.I.Tretyakov, L.V.Popova, A.I.Antonov, E.P.Ilyina, D.N.Isaeva, V.E.Kagan, I.S.Kon, A.V.Libin, I.V. Romanova, P.V. Khodyreva.

AGE NORMS AND TIMETABLES ABOUT SEXUAL BEHAVIORS AMONG JAPANESE UNIVERSITY STUDENTS

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In Japan, the experience rate of sexual behaviors of adolescent has declined since the late 2000s. This study investigated the age norm and timetable of sexual behavior among Japanese university students and examined the change in their consciousness since the survey in 2008. Six hundred sixty-three Japanese university students (300 men, 345 women, 18 unknown) responded to the questionnaire in 2015. The mean age of participants was 19.8 years (SD = 3.19). For each of date, romantic relationship, and sexual intercourse, we investigated whether the consciousness of the lower limit age (i.e., it is not good to have sexual intercourse at such an early age) and the upper limit age (i.e., it is not good not to have sexual intercourse beyond that age) are shared. In addition, we investigated how old Japanese young adults thought the upper limit age and the lower limit age were. As for the lower limit age, only 10% to 30% of the participants approved age norms for date and romantic relationship, but more than 70% for sexual intercourse. Compared to the 2008 survey, the

approval rate of age norm for sexual behavior other than romantic relationship has increased in males. As for the upper limit age, 50% of males and 40% of females approved age norms for date and romantic relationship, 40% of males and 30% of females for sexual intercourse. Consciousness about the upper limit age has not changed since the 2008 survey. Male participants answered as 13.2, 13.0, and 16.0 years old for the lower limit age of date, romantic relationship, and sexual intercourse, respectively. Female participants answered as 12.8, 14.0, and 16.0 years old for the lower limit age of sexual behaviors. As the upper limit age, male participants answered as 23.7, 24.7, and 26.7 years old, female participants answered as 24.6, 25.8, and 27.7 years old. Compared to about 10 years ago, the approval rate of the lower limit age had decreased. This result suggests that changes in age norm and timetable influenced the decline in the actual experience rate of sexual behavior among Japanese young adults.

EFFECTS OF GROUP-BASED MUSIC TUITION ON SUCCESSFUL PSYCHOLOGICAL ADAPTATION IN YOUNG MALE REFUGEES

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In the years 2015 and 2016, over one million individuals fled their home countries to seek refuge in Germany. For refugees, successful adaptation to acculturation-related challenges may be complicated by traumatic experiences and a lack of psychological and social resources. Music provides socio-emotional support in coping with everyday life and critical life events and serves as an effective tool to augment one's capacity for adaptive emotional and cognitive processing. Especially musical activity in groups has been repeatedly attributed to a wide range of beneficial effects on psychological processing critical for well-being and adaptive acculturative processes. The present study investigates the effects of a group-based music intervention on parameters of successful psychological adaptation, such as psychological well-being, emotion regulation, resilience and acculturation in a sample of male refugees in young adulthood. A total of 86 participants (mean age = 23.6; SD = 4.5) were randomly assigned to a music group and a wait list control group. Participants in the

music group received weekly two-hour music training sessions for 6 months. The Emotion Regulation Questionnaire, Perceived Stress Scale, Connor-Davidson-Resilience Scale, General Health Questionnaire, Frankfurt Acculturation Scale, and a German language test were administered in the beginning, middle and the end of the intervention and during a follow-up. Preliminary results indicate an increased use of adaptive strategies for emotion regulation (cognitive reappraisal) and a decrease of perceived stress for the music group but not for controls. Moreover, music group participants showed greater benefits in terms of psychological health and resilience than those who waited. Furthermore, analyses revealed an increase in orientation towards host culture and German language skills. Thus, musical activity in groups may foster the capacity for coping with the venture of migrating to a foreign culture and contribute to a successful and sustainable integration of young refugees.

PECULIARITIES OF SEMANTIC STRUCTURE OF THE WORLDVIEW OF ETHNIC GROUPS

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The meaning of life is a philosophical problem of human existence. Many doctrines of meaning are found through the times. Jaspers says that before you understand the soul you need to see the meaning. Sartre writes about the comprehension which explains the action through its final meaning. Adler considers that no one can escape from the meaning. The study of meaning as a life task is presented in detail by Frankl's theory of personality. He believes that each person's desire is to find the meaning of his life as a motivational component which is the main impetus to the development of personality. According to K. Jung, the meaning of life is associated with spiritual and cultural goals necessary for mental health. The concept of the archetype became one of Jung's fundamental psychological theories. Jung is sure that historically created categories, archetypes and symbols are considered to be forms which give the meaning to life. Historical archetypes and symbols have a huge impact on formation of life images and meanings, moreover, on formation of the worldview of ethnic groups. In our research

we mean formation of life images and meanings of Russians and Koreans. In our study we used the method of ultimate meanings developed by D. Leontiev. The purpose of his method is to find non-standard approaches to study dynamic semantic systems of consciousness. A qualitative and quantitative analysis of content-semantic structure of worldview is used where the aim is to identify the ethnic peculiarities of content-semantic structure of Russians and Koreans who live on Sakhalin. According to structural analysis the experimental group of Russians has a more mature and developed individual worldview. According to content analysis, the Korean group reflects reality more through categories of physical nature, such as financial prosperity and physical comfort. However, according to the index of negativity, a group of Russians is more sensitive and anxious. Thus, despite different ethnic groups live in the same territory the semantic structure of the worldview is quite different. As Jung said, historical memory plays a huge role in the formation of ethnic thought.

REGULAR CONSULTATION AT NURSERY SCHOOL FROM THE VIEW POINT OF LONG-TERM DEVELOPMENTAL SUPPORT IN COMMUNITY

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Nursery schools are an important areas for child development support, but little consideration has been given to the significance of continuous psychological support. In this research, ongoing consultations were conducted at nursery schools and the following points were investigated : (1) childcare perspective on the development of children (2) characteristics of children to be supported. Through (1) and (2), (3) psychological support utilizing daily daycare frameworks was discussed. In this research, consultations were conducted for 2 years at a rate of once every 3 months for 1 nursery school in Kagoshima city. Over 2 years, 32 care givers and 40 children were consulted, though caregivers and children often overlapped. In consultation, childcare records were sent in advance. On the day, we shared information on children to be supported at a preliminary meeting and exchanged opinions on the children caregivers' development support after the nursery scene was observed. Regarding (1) and (2), records of care staff and pre- and post-meetings with teachers were analyzed. For (3), post-meeting results were analyzed. As a

result of category analysis by text mining, the following points were indicated. Regarding (1), as a point of view of children's understanding of childcare, there was a gap from the so-called average development about participation verbally and in group activities. For (2), there was a high rate of children with autistic features and children with hyperactivity / impulsivity issues. Children with a relatively slow pace of intellectual development follow. In addition, there were a small number of children with short-term difficulties, however, they were able to catch up in a short period of time. For (3), it was shown that it is effective to convey the reasons for children's actions according to disability characteristics as a viewpoint of child understanding. Furthermore, while the teaching method at the nursery school emphasized verbal instructions, case studies show that providing concrete methods such as modeling and use of picture cards, according to childrens' behavioral characteristics have a positive impact. In conclusion, ongoing support showed that child carers showed greater flexibility and turned more of their attention to childrens' growth.

THAT OLE DEVIL CALLED STATISTICS: STATISTICS ANXIETY AND RELATED FACTORS

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The study investigated relationships between statistics anxiety, academic procrastination, and trait anxiety in university students. There were 512 students of University of Ljubljana (UL) who completed the following questionnaires: the Statistics Anxiety Rating Scale (Cruise et al., 1985), Academic Procrastination Scale (McCloskey, 2011), and State – Trait Anxiety Inventory (Spielberger et al., 1983). The results showed that UL students experienced statistics anxiety and procrastinated with academic obligations below average levels. Student females reported higher trait anxiety and statistics anxiety than males, but they

procrastinated less. Gender and trait anxiety were significant predictors of statistics anxiety. The results also showed that students differed in experiencing statistics anxiety according to their perceptions of mathematics and statistics as a threat or a challenge. Students of different faculties of UL differed in experiencing statistics anxiety. In the study, we translated the questionnaire for measuring statistics anxiety to Slovenian language. The confirmatory factor analysis confirmed the six-factor structure of the questionnaire. The results provide basis for further research on statistics anxiety and further validation of the STARS questionnaire.

CHARACTERIZATION OF THE ORGANIZATIONAL CLIMATE OF A CHILEAN B-COMPANY

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The objective of this study was to characterize the Organizational Climate of a Chilean B Corp. For this, a measurement instrument was designed consisting of 44 items grouped into 6 dimensions: Leadership, Unity, Company, Prestige, Clarity and Concern. The instrument was applied to 1.013 people, obtaining positive results of reliability and validity. Positive results

were generally obtained in favor of a good organizational climate, where Clarity and Leadership stood out. At the same time a better perception of the men of the sample and people with age between 43 and 52 years was estimated. The possibility of continuing to use this instrument in a context of B corps is suggested.

A CRITIQUE OF PSYCHOANALYTIC SOCIAL THEORY OF KAREN HORNEY

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According to Karen Horney, acting contrary to the common culture of the society in which one lives, is called nervousness. Based on this definition and given the cultural differences of different societies, it is obvious that different nerve diseases must exist in different societies with different cultures. But what is seen in reality is the uniformity of neurological complications and behaviors in different cultures, which is exactly the opposite of Karen Horney's words. Therefore, a new definition of neuroticism, personality and neural behavior is needed. In this research, qualitative method was used and information was gathered through library, field and internet studies. The two behaviors of jealousy and anger that Karen Horney considered as neurotic behaviors were selected as samples and analyzed with four criteria of place, time, gender and age of these behaviors, and then the information obtained was studied based on the

emergence of these behaviors in different times, places, gender, and ages. From around 2000 years ago, the two selected nervous behaviors in different cultures and times have been constant among people of different ages, among men and women, and have been known to be inappropriate behaviors throughout these times. According to the findings, it is concluded that the reason for the creation of the nervous behavior is not behaving contrary to the current culture of the society in which the individual lives, but behaving contrary to the factor that is present in all human beings regardless of their culture and time of life, age and gender and is called "human innate temperament". Therefore, nervousness means acting contrary to human temperament, i.e. any behavior that is contrary to human nature. Neurotic behavior and the person who acts like this is called the nervous one.

PSYCHOLOGICAL TRAUMA AND PROFESSIONAL CHOICE. A BIDIRECTIONAL RELATIONSHIP.

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Psychological trauma is a situation with which, we, mental health professionals are often confronted with. On the other hand, the selection of career is often related to past personal, sometimes traumatic experiences. This piece of writing aims to describe the ways psychological trauma defines professional choices and also to delineate the consequences of dealing with traumatized "clients" or "patients". Through literature review, an effort is made to discover various options of trauma, such as vicarious trauma or motivation of health professionals related to their life events. Past hurting experiences may motivate the individual to find a job that is committed to improve demanding life conditions. In addition, practice of specific occupations, such that of psychotherapist, may be impeded by personal difficulties or psychological "troubles" of the therapist. Consequently, mental health professionals need support, supervision and help to overcome their personal problems without hindering their healing work. There is also a need to further explore the involvement of past traumatic experiences in other professions. Indicative References: Bessel A. van der Kolk, Susan Roth, David Pelcovitz,

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VALIDITY EVIDENCE OF THE ARCHITECTURE'S CREATIVITY TEST THROUGH THE CORRELATION BETWEEN TEST SCORE WITH THE VALUE OF SUBJECT STUDIO ARCHITECTURE II AND DESIGN ARCHITECTURE II

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This study is part of the dissertation about the development of the Architecture's creativity test and aims to present one of validity evidence was reached in accordance with the Standard for Educational and Psychological Testing for AERA-APA and NCME (1999). This validity evidence, achieved through a correlation between the score of Architecture's creativity test with two values of different subjects (Studio Architecture II and Design Architecture II). Two value of the subject is considered of a criterion-related validity that has the predictive function. One of the graduation requirement of both subjects is the ability of creativity. Researchers assumed that the more creative the participants will be increasingly higher value both their that subjects. The participants of the research consisted of two groups, there were students in the second grade of Architecture department Universitas 17 Agustus 1945 Surabaya who attended the subject of Studio Architecture II and second-

grade students in the Architecture department of Universitas Pembangunan Nasional Surabaya, which attended the subject of Design Architecture II. The first group of participants was 62 students and the second group was 37 students. The data analyzed by Pearson's correlation techniques that are processed with SPSS series 20 IBM for Windows. The results of the research showed that there is a very significant correlation between the Architecture creativity test score with the Design Architectural II ($r = 0.604$; $\alpha = 0.000$), and there is a significant correlation between the score test with Studio Architecture II ($r = 0.246$; $\alpha = 0.027$). Both of the correlation results means that the test score of Architect's creativity is proven capable of predicting the success of the participant in both subjects of assessment demanding individuals potential creativity. Results of the study also prove that the Architecture's creativity test has a good criterion validity.

NEUROPHYSIOLOGICAL MECHANISMS OF INSIGHT

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Insight, Eureka, Aha effect – different names of a sudden solution of the problem seems random decision, since the course of thinking is unconscious. Insight causes a vivid emotional reaction accompanying the decision making. Insight – refers to the common human experience of suddenly understanding a previously incomprehensible problem or concept in high level of uncertainty. It is usually opposed to the analytic problem solving. In our study we identified the moment of the onset of the insight with the threshold of image recognition under conditions of uncertainty. The effect of uncertainty, the stage of pre-accumulation and emotional support of the recognition threshold is important attributes of insight. The aim of our study was to develop a new experimental model, and investigate human brain neuronal structures which are involved in insight effect. As a tool for studying insight, we selected a method for determining the threshold for recognizing incomplete fragmented images, the computerized method of the Gollin-test. Methods of digital synthesis of the visual dynamic Gollin-tests images and fMRI brain image processing have been used to analyze the activity of large-

scale neural networks of the human brain in threshold recognition conditions. The activity of large-scale neural networks in subthreshold, threshold and above-threshold conditions is shown in the case of observing synthesized dynamic images. Our psychophysical experiments give an analysis of the interconnection of the optical properties of incomplete (fragmented) images and the psychophysical recognition thresholds. We claim that the perceptual threshold of objects recognition can be associated with appearance of insight. The perceptual threshold is important part of the appearance of visual insight. The next necessary condition for insight is appearance of emotional component. We measure emotional component by psychological and psychophysiological methods and it was strong just at that moment. We have shown for the first time the dynamics of the BOLD signal in fMRI study from at the under threshold, threshold above-threshold levels. It grows to the threshold level and fall down above threshold. The multi-level process of decision-making on conflicting assessments, shown experimentally, is realized in the opponent's human brain structures.

CONSTRUCTING INDONESIAN IDEOLOGICAL PREFERENCE SCALE

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Prior to 2019 presidential election, the tense between supporters of two competing candidates becomes unbearable. Although polarization is vivid, no empirical research provides any evidence that political behavior is ideologically-driven, because most previous research argue that Indonesian politics are no less than a venue of cartelization. We were interested in developing a psychological measurement that concerns on how Indonesian positions themselves in political ideology spectrum. The 7-point Likert scale contains 34 items with two subscales (nationalist & conservative). To check its psychometric

properties, we perform confirmatory factor analysis and correlate the factor scores to Right-Wing Authoritarianism (RWA) scale and Social Dominance Orientation scale (SDO) scale for checking its divergence/convergence validity (multi-trait multi-method). We also perform time-invariant analysis to investigate construct stability. We are collecting data to 388 participants in three time points, which are late November 2018, late January and late May 2019. To ensure time-invariance, we will be performing multigroup confirmatory factor analysis using lavaan package in R. Our study is pre-registered in <https://osf.io/dqjce/>

SELF-ESTEEM STATE OF EMPLOYEES IN THE WORKPLACE IN TERMS OF ORGANIZATIONAL CHANGES

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This study examines the dynamics of changes in the state of employees (heads of departments) of a medical organization in connection with the change of management. The order and soteriological diagnostics of leadership qualities in relation to job satisfaction and self-assessment of employees of their condition in the workplace,

evaluation of their own efficiency, subjective well-being and psychological readiness for organizational changes is presented. An attempt is made to build a model of a new organizational culture at three socio-psychological levels (leader's personality, management team and the organization as a whole).

PERSONALITY PROFESSIONAL ASPIRATIONS OF RECRUITMENT AGENCY CLIENTS

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In this study it was revealed that on the statistically important level the level of person-professional aspirations goes with search firm customers' different psychological characteristics and individual-psychological

peculiarities (sex, professional potential, work search time, dominancy, identity in the sphere of inner world, social-psychological adaptation, and self-acceptance, self-concept, achievement and failure avoidance motivation).

THE EFFECTS OF PERSONALITY CHARACTERISTICS, METACOGNITION AND INTERNET USAGE FUNCTIONS ON NON-FUNCTIONAL COGNITIONS ABOUT INTERNET USAGE

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The transformation of Internet use into some disruptive patterns of behavior and cognitions results in Pathological Internet Use (Davis, 2002). For this reason, individuals' cognition about Internet use gains importance. Metacognition and personality are frequently used concepts to explain the nature of psychopathology. The aim of this study is to investigate the effects of personality characteristics, metacognition and Internet usage functions on non-functional cognitions related to Internet usage in university students. 687 Turkish university students (521 girls, 164 boys and 2 other and aged mean 20.13) is participated. The Big Five Inventory (BFI; Benet-Martínez & John, 1998), Metacognitions Questionnaire-30 (MCQ-30; Wells & Cartwright-Hatton, 2004), Internet Use Function Questionnaire (IUFQ; Ju, 2000), Online Cognition Scale (OCS; Davis, Flett & Besser, 2002) and a demographic form were used in this study. Regression analysis results showed that the non-functional cognitions related to Internet usage were significantly predicted by personality traits, metacognition and Internet usage functions. In

addition, metacognition has a fully mediated role in the predictive effect of personality on non-functional cognitions related to Internet usage. The non-functional cognitions related to Internet usage was found to be correlated with some personality dimensions (eg. Neuroticism) (Durak & Şenol-Durak, 2014). In the present study, the relationship between personality and the non-functional cognitions related to Internet usage is mediated by metacognition. It is stated that the reason for this situation may be negative metacognitions which can not be controlled and contain dangerous thoughts with positive metacognitions including behaviors related to control of thought and emotion (Casale, Caplan & Fioravanti, 2016; Spada, Caselli, Nikcevic & Wells, 2015). It has been found that all dimensions of metacognition predicted Pathological Internet Use (Spada, Langston, Nikcevic & Moneta, 2008). The Internet usage functions (social, leisure and virtual) were important for the Pathological Internet Use (Bozoğlan, Demirel & Şahin, 2014; Ceyhan, 2010).

BULLYING, EMPATHY AND ANXIETY: A SHORT-TERM LONGITUDINAL STUDY

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The purpose of the present study was to investigate the direction of effects between personal characteristics (empathy and anxiety) and children's involvement in bullying and victimization at school. The participants were 710 Greek Cypriot elementary students 10-12 years old. The children completed the Revised Bullying and Victimization Questionnaire, the Basic Empathy Scale, and the Spence Children's Anxiety Scale. Data were collected in two time points with a 6-month interval. The structural equation model showed that anxiety at Time 1

(T1) positively predicted victimization at Time 2 (T2), while bullying at T1 positively predicted cognitive empathy at T2. In addition, bullying at T1 positively predicted children's anxiety at T2. The results confirmed that the relationship between children's empathy and anxiety and bullying is reciprocal. The findings are discussed with the framework of bullying, exploring the pathways that explain the association between personal characteristics and bullying/victimization during late childhood.

ARE ALZHEIMER PATIENTS APPROPRIATE IN THE INTERPRETATION OF EMOTIONAL SITUATION?

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Patients with Alzheimer's disease are reported to be not adapted in daily living emotional situations, some time showing inappropriate emotional reaction to the situation. It is widely reported in the literature that AD Patients have deficit in emotion processing. Aim of this study was to explore the ability of Alzheimer's patients (AD) in recognizing the emotional significance of events, as this might cause inappropriate emotional reaction. Twenty eight AD patients (experimental group age range 60-78 yo, education 5-13) were compared to 28 healthy subjects (Health Control Group – HG) matched to AD. All participants were submitted to a neuropsychological battery and to three experimental tasks: 1) Interpretation

of Emotional Situation Task, composed by 60 black and white drawings depicting emotional situations to be associated to picture of the appropriate facial expression, 2) Emotion Naming Task, 20 pictures of facial emotion expression to be named 3) Emotion Recognition Task: 20 items each presenting pictures of two different facial emotion expressions to be distinguished. The percentage of correct choice were analysed. Analysis of Variance showed a significant effect ($p < 0,001$) on groups, tasks and group x tasks. Our findings suggest that the experimental group was less efficient than HC group in processing emotion; furthermore, within the experimental group, MCI were better than AD subgroup.

SYNCHRONIZATION OF TEMPO WITH HEART RATE

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This topic is widely discussed in psychological and physiological literature that is dedicated to the search of the mechanisms of music's influence on human organism. Within our study of the effect of primitive rhythms (pulsations) on CNS heart rate was measured alongside with EEG. Six stimuli (adapted from Almayev and Skorik, 2015) those varied both in tempo and loudness were administered quasi randomly to 26 persons (12 male, 14 female). Duration of active phase of all stimuli was 150 msec., while pauses were 100, 500 and 1200 msec., that correspond to 240 bpm (prestissimo), 80bpm (andante) and 44bpm (largo); the levels of loudness were 70 dB and 90 dB. Amplitude envelope of signal was rectangular, so it didn't sound musically but as noise. Heart rate was registered by poly channel of Mitsar 202 encephalograph, R-R distances were counted. Subjectively stimuli varied significantly (see

Almayev and Skorik, 2015). No between group variance that could be compared to within group variance was detected, one way ANOVA shows $F=0,0006121$ for the six stimuli and for each pair of stimuli relations are the like. Absence of the affect of tempo on heart rate in the experimental conditions with subjects seating still must be stated. Further investigation may include: 1) change of noise like stimuli into chords (major and minor); 2 complication of inner structure of stimuli from pulsations to rhythms in the proper sense with inner irregularities formed by the pauses between beats. Importance of specific amplitude envelope of musical sounds for perception of major and minor was demonstrated in Skorik, Almayev & Bessonova (2018), while importance of pauses for the forming of expectations was found in Almayev & Skorik (2015). This work was supported by RFBR grant # 16-06-00487

ANALYSES OF PERSONAL ATTITUDE CONSTRUCT ABOUT THE INFLUENCES OF SOCIAL HIERARCHY ON LANGUAGE IN JAPANESE AND CHINESE

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The scheme of honorific is so naturally embedded in social lives that we are hardly aware of it. But, when foreigners reside not so long, they develop their schema and notice cultural differences. The aim of this study was to compare characteristics between Japanese and Chinese by Analysis of Personal Attitude Construct. This was created to research one subject operationally and objectively. The subject was a female Chinese international student. The procedure was 1) presented the stimulus sentences about Japanese honorific expression, 2) required to order cards of association by importance, 3) instructed to estimate the distance of similarity intuitively, 4) Cluster Analysis by Ward was done, and 5) asked to describe the image about clusters. The same procedure was done about Chinese honorific. Results: in Japan, 1) they bow, talk sincerely and use honorific to higher. 2) They use ordinary language to same age or rank. They talk to lower with plain language or instruction. 3) They use term of respect in formal dress to superior. The higher can speak of their opinion freely. Japanese

change fashions of speaking according to intimacy. 4) In service job, they show polite expression. In China, 1) they use honorific to higher. Chinese compromise themselves to appeal of higher. But generally, they speak and answer assertively. In same sex, they often hug each other. They insist on important things first (Japanese last). They talk to lower with plain language or instruction. 2) When Chinese hit different opinions, women cease talking or become angry, but men sometimes argue with each other. 3) When they talk, they look at eyes of the other. They speak to superior after greeting. They use respect term to unfamiliar person. These results were obtained operationally and objectively, though one subject. It suggested Japanese have complicated systems of honorific which correspond to social hierarchy. Japanese pump and dump the level of honorific according to rank and sex. Their communication is not assertive but confusion. Japanese need to gauge other's words and expression. In China, they talk frankly and express their feeling. Sex and superiority in rank have less effect.

THE RATIO OF VOLUNTARY ATTENTION IN THE PERFORMANCE OF TASKS AND SELF-CONTROL OF PROFESSIONAL ACTIVITY

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For the purpose of assessing and forecasting the professional reliability of employees of locomotive brigades at Russian Railways, behavioral tests are used. The characteristics of voluntary attention in such tests are used to predict the infallibility of professional activity, they are applied to all consciously controlled processes of the employee. V.V. Serikov (2018) notes the absence of a correlation between the success rates of behavioral tests and the amount of errors in the professional work of railway drivers for the year, but at the same time some of their personal indicators (general internality of the personality, etc.) are associated with this characteristic. The aim of our work was to consider the ratio of indices of voluntary attention when performing test tasks and self-control of behavior in general. In this study, 138 people participated, adolescents aged from 13 to 17. The research method was the computer test 'Proforientator. 4th version' (company "Humanitarian technologies"). We found no

reliable correlation between the indices of voluntary attention when performing test tasks and self-monitoring behavior assessed according to the survey data. This data can be explained by the fact that the mechanisms of mental regulation of the test task and professional activities are different: in the first case, voluntary attention can be provided by varying adaptation mechanisms, while in the second, relatively stable personal regulators are involved. In our study, a group of respondents was identified – 14% of the total number, who had a high level of voluntary attention on the results of test tasks and a level of self-control behavior (according to survey data) was low. When predicting the reliability and accuracy of the driver for a relatively long period (1 year), it is necessary to evaluate not only variable functional properties, but also relatively stable personal characteristics of the worker and among them self-control as a conscious, personal regulator of professional activity.

NEUROPSYCHOLOGICAL ABNORMALITIES IN ACUTE INTRACEREBRAL HEMORAGES OF THE LEFT THALAMIC REGION

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There are 450 thousand cases of strokes are registered in Russia every year and intra cerebral hemorrhages constitute 9-20% of them. Hemorrhagic strokes have very serious clinical, psychological, and social consequences, including high rate of disability and mortality. Thalamic lesions lead to neurological deficit and also abnormalities of neuropsychological functioning. Studying of specifics of thalamic lesions will help to determine goals of rehabilitation that improves quality of life and social functioning. Study aim: to discover neuropsychological abnormalities in acute period of left thalamic hemorrhages. There were 31 patients (19 males and 12 females), age 38-80 (mean age – 60.74) from Regional Vascular Center at Regional Clinical Hospital #1 in the period of 2015-2018. The following patients were not included in the study group: patients with ischemic stroke in thalamus; patients with CT evidence of old strokes; and also patients with combined thalamic stroke (lesions in thalamus and different parts of brain – brain stem,

ventricles, and cortex of occipital or temporal lobes). The study included the complex of clinical, instrumental (CT), and neuropsychological methods (Luria neuropsychological battery). Analysis of the neuropsychological profiles of patients in acute period of left thalamic hemorrhage has shown abnormalities in speech, reading, writing, counting, memory, praxis, and visual-spatial gnosis and neurodynamic disorders. Cognitive disturbances are complex and complicated by neurological symptoms: pseudo bulbar disturbances, motor deficit, hypoesthesia, and oculomotor disturbances. Neuropsychological changes range from moderate to severe. Neuropsychological syndromes in left thalamic strokes are clinically similar to lesions of cortical regions of the left frontal, parietal, and temporal lobes. Such combination of cognitive and neurodynamic changes requires involvement of neuropsychologist in complex neurorehabilitation.

THE RELATIONSHIP OF INDICATORS OF PERSONAL MATURITY AND RELIABILITY OF RAILWAY WORKERS

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At present, in the professional selection of employees of locomotive brigades in the Russian Railways system, it's used mainly data on the health status of candidates and the results of behavioral tests, and the assessment of the personal characteristics of future employees is not taken into account. We have suggested that there is a relationship between the reliability of workers' activities (which can be measured by the sum of errors in professional activities made by the employee for the year – Σ_{err}) and such individual personal characteristics as personal maturity (PM), reflexivity (RFL) and self-regulation (SR). Personality maturity is defined as a multidimensional systemic education, the level of which presumably reflects the individual's assimilation of social norms, however, in the established theory and practice of ensuring human reliability, its role remains little studied. The sample of our research included 348 employees of locomotive brigades of "Russian Railways", men; age: from 23 to 56 years. The study used rank correlation analysis (for

Spearman). Results: A negative correlation was established between the general indicator PM (test questionnaire by Y. Gilbukh) and Σ_{err} : $R = -0.748$; $p \leq 0.000$. A negative correlation relationship was obtained for RFL (V.N. Karandashev's reflection evaluation method) with Σ_{err} : $R = -0,628$; $p \leq 0.000$. The interrelation of SR (a general indicator of personality self-regulation according to the questionnaire "Style of self-regulation of behavior" by V.I. Morosanova) and Σ_{err} : $R = -0.579$; $p \leq 0.000$. So, "unreliable" specialists characterize the deficiency of resources of conscious self-regulation, reflection and a reduced level of personal maturity. It has been established that all these indicators do not change with age, since there are no corresponding reliable correlations. Conclusion: the studied individual-personal characteristics can be used as psychological predictors of the normativity and safety of the activities of workers in hazardous occupations, and the leading place here belongs to indicators of personal maturity.

THE EFFECT OF SITUATIONAL STRENGTH ON APPLICANT ATTRACTION: MODERATED BY PERSONALITY

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The purpose of the present study is to examine the relationship between situational strength and applicant attraction as the personality, measured by big five factors, as moderator variable. Environmental factors play an important role in applicant attraction (Chapman et. al, 2005). Although situational strength is an important environmental factor (Meyer, Dalal, & Hermida, 2010), its effects on applicant attraction has not been studied much in the literature. The purpose of this study is to fill this gap in the literature and have a new perspective on the applicant attraction. Situational strength is effective on the manifestation of personality traits at work environment. Therefore, this study will try to assess the possible effect of situational strength on applicant attraction and any possible moderation by personality characteristics. Situational strength will be manipulated by job advertisements that were created by researchers in respect to three of the four facets (clarity, consistency, constrains) proposed by previous literature. Personality will be assessed by Turkish version of conscientiousness and openness to

experience scales. Moreover, applicant attraction will be measured with job pursuit intention and perceived person-organization fit scales. One-hundred and fifty participants who are either senior year students or recently graduated will be participating in this study. Each participant will be exposed to two types of job advertisement. One job advertised as strong situation as described by the three types of situational strength factor and the other as week. Manipulation check was conducted by a sample of junior and senior university students in order to make sure that situational strength was manipulated. It is expected that when situational strength is manipulated, applicant attraction will change and this association will be influenced by personality traits. Specifically, it is expected that those who are conscientious will attract more to strong situations whereas those who are high in openness will be attracted to the jobs with week situation, namely less constrained, less clear and less consistent situations. The results were discussed and suggestions for future research were made.

THE VARIABILITY OF INDICATORS OF PERSONAL RELIABILITY REPRESENTATIVES OF HAZARDOUS OCCUPATIONS WITH AGE

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In the work of V.V. Serikov ("The World of Psychology", 2018, No. 4) was found a correlation between some personal properties and the amount of labor errors of train drivers per year. The set of personal qualities important for the prediction of safe behavior is designated by him as personal reliability. The goal of our study was to determine the possible variability with age of personal properties that may be predictors of dangerous / safe behavior of workers. We used 2 methods: "The level of subjective control" (USK) by J. Rotter (adaptation by E.F. Bazhin and others) and the questionnaire 16 PF R. Cattell. In total, the study involved 500 men (drivers and their assistants), age: 19-55 years. Pearson's correlation analysis was used (notation: * – perrors < 0.05; ** – perrors < 0.01; *** – perrors < 0.001). It was established that with age the internality in the area of failures increases ($r = 0.13^{**}$), other indicators of the level of subjective

control do not change with age. According to the questionnaire 16 PF R. Cattell, it was found that in older groups of machinists personal characteristics change under the influence of professional requirements, people become more serious and cautious – factors F ($r = -0.10^*$) and H ($r = -0.16^{***}$), more conservative – factor Q1 ($r = -0.12^{**}$), more responsible – factor O ($r = 0.16^{***}$), increased motivation, concentration, activity despite fatigue – factor Q4 ($r = 0.16^{***}$). A number of important personal characteristics do not change with age: C (emotional stability), Q3 (self-discipline), G (moral standard), N (diplomacy). When predicting the professional reliability of representatives of hazardous occupations, it is important to take into account the age-related variability of individual personal qualities and, first of all, professional-important properties that are stable during long periods of life.

INDIRECT METHODS OF ASSESSING PERSONAL CHARACTERISTICS OF WORKERS AS PREDICTORS OF SAFE BEHAVIOR IN ORGANIZATIONS

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From the point of view of assessing the level of security in organizations, not all personal properties are important, but only those that affect the behavior of employees and are stable at different age stages, such personal properties include moral qualities and personal maturity. As part of the study of moral qualities and the level of personal maturity, we assessed the validity of the VAAL(R) method as an indirect method of assessing personal properties. Assessment of the validity of the methodology VAAL(R) was conducted on the data with the methods: «LSC», «Test-questionnaire of personal maturity of Gil'buh Y. Z.», Molchanov S. V. "Justice care". The study involved 50 people. As a result of the correlation analysis (by Spearman) of the relationship of indicators on the scales of VAAL (R) methodology with the «LSC» methodology, the following was revealed: scales of «General internality» ($r=0,365$), «internality in the field of achievements» ($r=0,408$), «internality in the field of failures» ($r=0,365$), «internality in the field of family relations» ($r=0,365$), «internality in the field of industrial relations» ($r=0,365$) and «internality

in the field of interpersonal relations» ($r=0,365$) have a significant average positive correlation at a high level of significance ($p < 0.05$). As a result of the correlation analysis (Spearman) of the relationship of indicators on the scales of VAAL (R) methodology with the technique of «Test-questionnaire of personal maturity» was revealed the following: there is a relationship with the following scales: the ratio of self ($R=0,337$), and Practicality ($r=0,409$), at A high level of significance ($p < 0,05$). As a result of the correlation analysis (by Spearman) of the relationship of indicators on the scales of VAAL (R) methodology with the method of «Justice-Care» S. V. Molchanov no significant indicators were obtained. When assessing the retest reliability of the used scales of the VAAL(R) system, high rates were obtained. Thus, an acceptable level of validity of the selected scales of the system of VAAL(R) for an indirect assessment of a number of personal properties that reflect the level of personal maturity in the context of safe behavior is established.

SPECIFICS OF DISTURBANCES IN THE EMOTIONAL SPHERE IN PATIENTS ADDICTED TO PSYCHOACTIVE SUBSTANCES

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One of the main tasks in the development of modern clinical psychology is how to raise the effectiveness of rehabilitation centers during all stages of prevention, diagnostics and correction. At present, because the situation with drug addiction is tense, the study of the clinical and psychological characteristics of the drug-addicted individual is very important. In particular, the reasons for emotional disturbances should be revealed and how they are to be corrected are factors that play a great role not only in the process of rehabilitation, but in the prevention of recurrences in drug-addicted patients. Study aim: comparative study of the interplay of depression, alexithymia and aggression in drug-addicted individuals. There were 159 persons in the group under research: two experimental groups consisting of 106 persons (24 female and 82

male patients) aged from 16 to 45 (average age – 27) diagnosed as having ICD -10 (Russian) Flx.2 "Addiction Syndrome", who were in the process of rehabilitation. The following methods were used in accordance with the purpose of research: aimed clinical talk, Zung depression test, TAS, Wagner's Hand-Test. Results: the study proved the fact that drug addiction is in most cases accompanied by depression. Analysis of the level of depression in drug-addicted patients showed signs of depression, especially during the first months of rehabilitation. But the growth of the depressive symptoms in patients is closely connected with the growth of the level of alexithymia. It is possible to say that the level of alexithymia influences the degree and appearance of depressive symptoms.

CHARACTERISTICS OF DEVELOPMENT OF VOLUNTARY ATTENTION OF CHILDREN OF PRIMARY SCHOOL AGE WITH ADHD

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Various types of attention derangements can be seen in children with hyperactive disorder but when diagnosing only attention deficit is registered. It reflects the characteristics of behaviour mentioned as criteria in international classifications such as DSM-V and ICD-10. The main attention characteristics can have various indexes depending on the character of the activity. The changes in the indexes of those characteristics are accompanied with the activation of the corresponding structure and that allows building up hypotheses specifying the character of attention derangement caused by certain CNS pathology. Studying this issue leads to designing either more specific intervention programs or effective recommendations for organizing learning activity for such children. The research aim is analyzing the characteristics of voluntary visual attention of children in the age from nine to eleven years with hyperactive disorder with attention deficit. The research sample consists of 50 children, 25 of them with a diagnosis code F90.0 Attention deficit hyperactivity disorder. The control group includes 25 children with neither neurological nor

psychiatric diseases in anamnesis, with good progress at school and no sufficient complaints of their parents and teachers on child's behaviour. The research methods include six consequent techniques, given in the following order: Bourdon test, Comparison of characteristics (Cohen's Test), Schulte table test; Ray's twisted lines test; Pieron-Rouser test; shortened five-minute Toulouse-Pieron attention test. The research shows that the children with ADHD demonstrate derangements in concentration degree, stability, distribution, volume and shift of attention comparing with the children of the control group. The fatigue as a result of a series of several consequent tasks reflecting various attention characteristics comes sooner to the children with ADHD than to the children of the control group. That can be seen in more pronounced deterioration of stability and concentration in the end of experiment. This fatigue effects mainly the attention concentration whereas the children with normative development just slow the activity and change the strategy, still keeping concentration at the same level.

THE IMPACT OF SHARING SOCIAL REPRESENTATIONS ON SOCIAL IDENTITY

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Social memory is a set of social representations about the past that means collective souvenirs (Licata et al, 2007). Social representations would participate in the construction of a positive social identity and they would have a particularly important identity function. The relations between social identity and social representations are bilateral: identity influences the construction of representations and representations contribute to the construction of identity. Assumption: The target who shares the same souvenir as the participants will be evaluated more favorably than a target who does not share souvenir. The target – a member of the in-group, which involves a central element of the representation, will be devalued compared to a target, a member of the out-group, involving the same element. 8 experimental conditions with 3 independent variables: the group membership of the target (out-group vs. in-group), the elements of social representation (central vs. peripheral), the souvenir (normative vs counter-normative). Participants were introduced to a fictional testimony. They assessed the target-source of a

testimony on the Likert scale of 7 points operationalizing perceived similarity, sociability and competence. Population: 238 French (78.02% women, Mage = 21.98, SDage = 5.28) and 275 Russians (80.07% women, Mage = 30.40, SDage = 9.74). Statistical analysis: ANOVA. Regression analysis. For the French group the interaction is significant between belonging, element and the souvenir on perceived sociability ($F(1,230) = 3,985, p = 0.047, \eta^2p = 0.017$). For the Russian group, the interaction is significant between the element and the souvenir on perceived similarity ($F(1,267) = 9,476, p = 0.002, \eta^2p = 0.034$) and skill ($F(1,267) = 4,963, p = 0.027, \eta^2p = 0.018$). The target evoking the normative memories was evaluated more favorably than the target evoking the counter-normative souvenir. The effect of memory is more important in the in-group if it goes in the direction of the central element of representation than in the sense of the peripheral element. The effect of souvenir is more important in the out-group if it goes in the direction of the peripheral element than of the central element.

PSYCHOSEMANTIC ANALYSIS OF THE IMPACT OF CINEMA ON YOUNG VIEWERS

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Cinema, as one of the influential mass media, plays an important role in the life of modern society, being a very popular leisure activity. Movies affect the viewer's motivation, values, stereotypes, activities and mental representations of reality. The current study is devoted to the problem of the impact on young people, whose ideas about the surrounding reality are most subject to change. The aim was to determine the effects of the impact of the movie on young viewers. A total of 75 individuals participated in the study. The average age was 23. We selected a film in which the main characters were the elderly, open to new experiences and new opportunities. It was assumed that this film would influence the representations of young people about the elderly, and would make it possible to take a fresh look at them. Psychosemantics method was used to identify the representations. The measure included 25 scales developed particularly to detect the representations of the young audience about senior people (Lemish V.). The viewers scaled seniors' personal traits

before, after and two weeks later after watching the film; in addition, they evaluated young people on the same scales too. Original Movie Preferences Measure (Kubrak T., Grebenshikova T.) was used to identify viewers' movie preferences. Such variables as gender, the attractiveness of the movie and role of movies in leisure were taken into account. The factorization of assessments was carried out in order to build semantic spaces, to determine the content of images and the direction of their changes. Transformation of the semantic spaces showed changes in the ratings of seniors in the cognitive, emotional and regulatory spheres. The various effects of the movie about senior people on young viewers' corresponding representations are discussed. The gender differences after the movie became more distinct and women revealed higher sensitivity. The effect was not long-term for the majority of scales. The current issue demonstrated the importance of complex approach toward the predicting influence of cinema.

CROSS-LINGUAL SEARCH IN THE PSYCHOLOGY SEARCH ENGINE PUBPSYCH

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In the scientific domain, several million research papers in many different languages are published throughout the globe every year. Accessing these articles would not only avoid duplicate research efforts, but also provide better counseling, health care, reduce human and animal testing, and so forth. Basing research solely on results published in dominant languages such as English bears the risk of drawing conclusions on narrow subpopulations than on broader grounds. Monolingualism ignores cultural diversity and crosscultural variability. National journals play an important role in disseminating research results in more locally-oriented (sub-) disciplines. In a survey conducted in 2008 among members of all European national psychology associations, 76% of respondents would welcome a facilitation of the language barrier in scientific publishing. Therefore, the Leibniz Institute for Psychology Information and its partners in 2013 have created PubPsych (<http://www.pubpsych.eu/>), an open access portal for psychological literature, tests, treatment programs and research data. Pub-Psych offers multilingual content in English, French, German and Spanish. However, cross-lingual (CL) search is very limited as of now, since no translation services are built into PubPsych. In order to

improve multilingual access to relevant material, the research project Cross-Lingual Bibliographic Search (CLuBS), supported by the Leibniz-Gemeinschaft, aims at providing a solution to overcoming the language barrier in multilingual data collections. The goal is to test, demonstrate, and evaluate different Cross Language Information Retrieval (CLIR) solutions, which should deliver (1) high recall and precision and (2) a satisfying user experience. Cross Language Information Retrieval (CLIR) allows users of PubPsych to specify their information needs in their preferred language while retrieving relevant documents matching their needs in languages different from the query language. Results show that queries in PubPsych are typical for academic search engines especially regarding the occurrence of domain-specific terminology. About 88% of the queries are informational and need to be translated for CL search. Term mappings with the help of multilingual thesauri could be successfully applied to maximize the retrieval recall. This approach handles domain-specific terminology very well, but the general domain vocabulary remains a problem. Solutions are presented to overcome the limitation of dictionary-based methods.

CORPORATE CULTURE AS THE VECTOR OF THE ORGANIZATIONAL DEVELOPMENT

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The research and management practice have shown that traditional corporate culture (CC) and leadership models do not satisfy the requirements of the constant changes in modern organizations. This situation urgently calls for new scientific approaches that meet modern challenges. Fast economic development of Asian countries has already brought to life intensive discussions about eastern type of CC and leadership. For many centuries Europe has provided the World with productive models of CC and leadership. Now when there is an urgent need for promoting effective CC and leadership in Europe, scientists and management experts should do their best to consolidate the long-term experience and achievements. A new CC and leadership concept, opening wide research and applied opportunities is suggested. Empirically validated, new three dimensional leadership model facilitates to better organizational activities helping organizations to develop effective CC, achieve synergy and gain the most ambitious goals. Traditionally two basic factors

determining effective leader's behavior have been outlined: task-orientation and concern for people (Blake & Mouton, 1963; 1985). The suggested leadership model includes additional value/cultural orientation factor, comprising basic values extracted from corporate codexes and corporate culture of leading companies. These values are trust, fairness, responsibility, openness and commitment. The value/cultural orientation factor indicates how leader's values match values of ideal corporate culture. A new typology of leadership styles takes in consideration not only personality and behavioral characteristics of leadership, but the specific aspects of corporate culture and power distribution in organization as well. CC is considered as the vector of the organizational development. On the basis of the model a new three level (individual-group-organization) program of organizational development and training is elaborated and successfully used in organizations in Germany, Austria, Bulgaria, Poland and Russia.

SELECTION AND IMPLEMENTATION OF MEANING FORMATION STRATEGIES: THE TRIALECTIC APPROACH

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The modern activity-based approach considers meanings as polymodal images of causal order. The strategy of meanings creation reflects a look into the present from the future, aimed at creating new reasons for human self-improvement. Such a choice and purposeful programming of situations is necessary for their qualitative change and overcoming the resistance of the personal environment (I.V.Abakumova, 2014). The strategy of meaning formation is a dynamic vector that has an application point, meaningful content and a trajectory of person's semantic sphere transformation. In previous studies, meaning formation was studied from the standpoint of polar assessment and semantic dissonance as two strategies: adaptive and developmental (D.A. Leontiev, 2007). For a more complete modeling of semantic reality, it is necessary to move from dual to trilectic level and consider three strategies of meaning formation: 1) Hypo-adaptive strategy-based on formal preferences, a method of forming causal images, aimed at passive interconnection and driven movement in a layer of personal meanings, given by insuperable circumstances of vital activity without their actual awareness. 2) Hyper-adaptive strategy – based on personal experience and stereotypical

pre-assumption of achieved goals, the method of forming causal images, aimed at maintaining the unchanged content of personal meanings using all available resources for this purpose and discarding new opportunities for the semantic sphere development. 3) Preadaptive strategy-method of forming causal images focused on awareness of motives and generating actual goals, directed to the generation of perspective personal meanings and their timely transformation to realize the possibility of spiritual growth under the influence of internal and external circumstances, which are evaluated as surmountable conditions of life situations during individual self-determination activities. On the basis of these strategies, it is possible to identify a psychological portrait as actually manifested personality traits. They will show not a static imprint, but a flow of dynamic processes of meaning formation accompanying personal development. The proposed trialectic approach allows a more multifaceted consideration of situational human interactions' features. It is the manifestation of actual personality traits in various life situations, including crisis situations, that manifests the uniqueness of ideological position for understanding the experiencing subject's inner world.

DSA AND OTHERS BES IN SICILY

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The aim of this research is to investigate the prevalence of children difficulties in reading, writing and mathematics. The sample consists of 100 primary school children. What are Learning Disorders? Learning disorders are among the most frequently diagnosed developmental disorders in childhood. Learning Disorders (LD) are complex diseases affecting about 2,5 – 3,5 % of school-aged population. Connections between brain function and genetic factors are considered the main responsible of learning disorders. The assessment of prerequisites of reading, writing and mathematics skills was used to identify people at risk. Early identification allows timely diagnosis and treatment aimed at modifying the disorder prognosis. Bibliography: Cornoldi, C. (a cura di) (2007), *Difficoltà e Disturbi dell'Apprendimento*, Il

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PERSONAL CHARACTERISTICS OF EXTREMIST YOUTH

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Our goal is to identify the socio-psychological characteristics of students prone to extremism, and to develop recommendations for the prevention of extremism at the university. In the modern world, the level of terrorist activity is increasing. Scientists are studying the causes of involvement in extremist and even terrorist groups of young people, including students (Yu.V. Bykhovets, K.Yu. Galkin, A.V. Klyuev, M.Sh. Magomet-Eminov, A.A. Mkrtychyan, N.A.Ozova, D.V. Olshansky, N.V. Tarabrina, E.A. Tyugashev, G.Ya. Chaganova et al., as well as S. Galea, T.A. Grieger, L.E. Delisi, G. Keinan, C.S. North, B. Pfefferbaum, E. Ruth, A. Speckhard, and others). The study has been conducted since 2015. The value orientations were studied (methods of E.B. Fantalova), suicidal risk (V.B. Nikishin's test), aggressiveness (test L.G. Pochebut), self-attitude (V.V. Stolin), attitude to another and attitude to terrorism (author's questionnaire) in 30 men, aged from 18 to 45 years old, imprisoned four

prisons of Kurdistan, former members of terrorist groups. We obtained the results: the contradictory combination of constructive and destructive values, their undifferentiation, the presence of an intrapersonal value conflict, the gap between the high significance of all values and the lack of accessibility of their implementation, the presence of suicidal risk, the average level of aggressiveness, the high degree of self-attitude indicators and the low relation to others, contradictory attitude to terrorism (justification is closely related to reprobation). The collected material is of great value due to the exclusive nature of the sample. It needs to be analyzed in more detail. We will also make a comparison with the results of the survey of university students in connection with the developed socio-psychological model of the personality of an extremist, we will reveal the effectiveness of the program for the prevention of extremism at the university.

THE IN-LAWS: HOW MUCH THEY AFFECT MARITAL SATISFACTION IN WOMEN?

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Although the relationship with the in-laws plays a significant role in the lives of married couples, still these relations were mainly examined qualitatively, i.e. through interviews. Considering that there is no adequate instrument to assess the perception of quality of relationship with the partner's parents, the main purpose of this research was to construct and validate the new measure. Furthermore, some studies have found that the marital satisfaction is related to the quality of relationships with partner's parents. Therefore, the second aim of this research was to examine to what extent relationships with partner's parents play a significant role in marital satisfaction in women. Research was conducted on 403 female participants. On average, they were 30 years old, and have been married for 4 years. Majority of women had at least one child. Marital satisfaction was assessed with The Marital Satisfaction Scale from The Perception of Marital Quality Questionnaire, and relations with partner's parents were examined with newly constructed questionnaire The Relationship Quality with Partner's Parents Questionnaire. Results of the CFA have shown the two-factor

model (positive and negative aspects of relationship) for the relationship quality with mother-in-law and father-in-law. Positive aspects of the relationship with partner's parents reflected the perception that parents' in-law intentions were benevolent, that mother/father-in-law was helpful and caring. On the other hand, negative aspects of the relationship with partners' parents included the perception that mother/father-in-law was intrusive, possessive and disrespectful. As predicted, in general perception of partner's parents as caring and helpful was a significant positive predictor for marital satisfaction, while negative aspects of relationship only with mother-in-law were a significant negative predictor for marital satisfaction. Results of this study show that relations with in-laws (especially mother-in-law) had a significant role in marital satisfaction. In fact, negative aspects of the relationship with mother-in-law were the stronger predictor of marital satisfaction. This research only included daughters' in-law perception, so it is still an open area to study dyadic relations.

INTOLERANCE OF UNCERTAINTY AND MINDFULNESS AS DETERMINANTS OF ANXIETY AND DEPRESSION IN FEMALE

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Intolerance of uncertainty is most commonly defined as the tendency to be afraid of the unknown and react negatively when faced with ambiguous everyday situations. It interferes with problem-solving because it leads an individual to impulsive behavior which decreases uncertainty but does not solve the problem. Even though it is mostly considered as an important factor in anxiety disorders, studies have shown that intolerance of uncertainty is a transdiagnostic vulnerability factor for the development and maintenance of both anxiety and depression. One construct that emerges as being potentially beneficial for the psychological health of both clinical and non-clinical samples, and is negatively associated with intolerance of uncertainty, is mindfulness. Therefore, we sought to examine the contribution of intolerance of uncertainty and mindfulness in explaining the symptoms of depression and anxiety in a sample of college students. 282 female college students aged 21 participated in the study. In order to assess these constructs, we used three scales which were administered online: Intolerance of

Uncertainty Scale, Mindful Attention Awareness Scale, and Depression, Anxiety and Stress Scale. Results have shown that students were on average intolerant of uncertainty and mindful. We found that students had moderate levels of anxiety and depression. Furthermore, the results of two hierarchical regression analyses have shown that intolerance of uncertainty and mindfulness significantly predict anxiety and depression in female students. In fact, results of HRA have shown that relation between intolerance of uncertainty and anxiety/depression in female students was partially mediated by mindfulness. Taken together, we can conclude that individuals' inability to stay calm when faced with uncertainty can predict the onset of anxiety/depression and that this process is partially due to their inability to decentre from negative thoughts and sensations. These findings have practical implication for Student Counselling Centres which can promote mindfulness training and offer workshops on how students can develop tolerance of uncertainty.

DEPRESSION, PERSONALITY AND FUTURE TIME PERSPECTIVE IN INTERNET ADDICTION

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The participants in the study were 798 individuals aged 12 to 30 ($M = 17.65$, $SD = 3.71$). There were two groups: 430 adolescents (aged 12–17 years, $M = 14.69$ years, $SD = 0.99$; 49% females) and 368 emerging adults (aged 18–30 years, $M = 21.11$ years, $SD = 2.55$; 63% females). The

respondents completed: the Polish versions of Young's Internet Addiction Test (IAT), the Center for Epidemiologic Studies Depression Scale (CES-D), the IPIP-BFM-20 questionnaire measuring the Big Five, and the Future Time Perspective Questionnaire. The results showed that

depression had the highest predictive power for IA. Personality traits were related to Internet addiction. In both groups, conscientiousness and agreeableness had negative contribution to Internet addiction. In the group of adolescents

extraversion was a positive predictor of IA, whereas in emerging adults intellect was a negative predictor of IA. FTP long and FTP goals were negative predictors of IA in the group of emerging adults.

SCHWARTZ VALUE CLUSTERS IN RUSSIAN STUDENTS

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Background. This study was carried out using the framework of S. Schwartz's theory of basic human values.

The study was aimed at establishment of subgroups among contemporary university students based on their values hierarchy with the use of the Schwartz Values Inventory.

Methods. The sample included 1239 students from different regions of Russia and Ukraine were given the SVS and PVQ, Russian version by Karandashev (2004), designed to measure the structure and hierarchy of basic human values on the two levels, known as the Normative Ideals level and the level of Behavioral Priorities.

Results. In the first group of students, comprising 37 per cent of the whole sample, the most important in the hierarchy of values were the following: *Tradition, Universalism, Benevolence, Conformity, Security*. The values of *Hedonism* and *Power* were the least important for them. The score at the Normative Ideals level is higher than at the Behavioral Priorities level in this group. We called this group "*Traditionalists-Universalists*". The subjects in the second group attached less significance to all kinds of values. The most important were *Tradition, Conformity,*

Universalism, Benevolence. The least significant values for them were *Achievement* and *Power*. These values were expressed more at Behavioral Priorities than at the Normative Ideals level. We call this group which comprised 35 per cent of the sample, "*Traditionalists-Conformists*".

The hierarchy of values in the third group looks as an antipode of two other groups. The most important values here were *Power, Achievement, and Hedonism*, with the value of *Tradition* being the least significant at both levels. We called this group "*Social Superiority Seekers*", and it comprised 28 per cent of the sample.

Conclusion. The University students proved to be generally polarized in the respect of acceptance of 'values of Conservation' and 'values of Self-Enhancement'. The majority of respondents who took part in the study, attached the utmost significance to the 'values of Conservation' including *Traditions, Conformity, Security*, as opposed to *Power* and *Achievements*, while 28 per cent of the respondents, in contrast, value most of all 'Self-Enhancement values' denying the 'values of Conservation'.

Keywords: personal values, values clusters

AN INVESTIGATION TO INTIMATE PARTNER VIOLENCE IN RELATION TO WOMEN EMPOWERMENT FROM A PSYCHOTHERAPY PERSPECTIVE

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Частная практика (Durban-Umhlanga, South Africa)

Domestic Violence against women is very common in both developing and developed countries and is a complex and multi-dimensional phenomenon. Intimate partner violence is an important global health problem that policy makers seek to address by a variety of interventions, including efforts to promote "women empowerment." Domestic violence can take many forms, including physical abuse, sexual abuse, and emotional, economic and psychological abuse." However, domestic violence by intimate partners, in particular, is very common in both developed and developing countries. One would think that women who are empowered are more able to stand up for their rights. As a consequence, they experience less domestic violence. But this conclusion may not be necessarily true. More empowered women may diverge from the traditional gender roles in

their relationships/marriage which hurt their men's ego. The men who feel threatened or undermined by this, may use violence as a way to restore their ego, power or dominance in the relationship. This paper sought to examine the association between domestic violence against women empowerment in intimate partner violence. Through the use of semi-structured questionnaires, in face to face interviews, five clinical psychologists, five counselling psychologists, five social workers and five psychiatrists were interviewed to obtain their perceptions and experiences of the efficacy of psychotherapy/counselling in empowering women who experience intimate partner violence and its impact in intimate partner violence. The conclusion was that abused women who have been empowered through psychotherapy experienced more domestic violence.

DYNAMICS OF CULTURE AND LANGUAGE AMONGST ENGLISH SPEAKING CLINICAL PSYCHOLOGISTS IN KWAZULU-NATAL

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The purpose of this presentation is to share some ideas on the continuing challenges facing English speaking psychologists in the province of KwaZulu Natal working inter-rationally and how it affects the therapeutic relationship as a whole. A discourse analytic approach was employed to understand the complicated language phenomenon in sharing sensitive and confidential material. The rationale of the study was to look at the extent to which psychologists from different cultural and diverse language backgrounds make sense of language and cultural diversity in their therapeutic relationship. There were interesting dynamics that came up from the data collected as follows: From the results it was identified that patients are disadvantaged of the psychological services because of the language they do and do not speak. In general, the study found that English speaking psychologists experience serious challenges when they have to conduct psychotherapy and other related activities with non-English speaking patients or clients. The study found that the issue of working with

interpreters continues to be faced with many uncertainties. While the interpretation process is by no means ideal for carrying out psychotherapeutic work, however, it can go a long way in creating access to psychological services. This study has demonstrated that psychotherapy can be implemented successfully through using interpreters, until such time that the system is able to produce psychologists that are adequately proficient in different indigenous languages spoken in South Africa. Finally, the researcher hopes that this study will offer suggestions to psychology as a profession and find means to deal with the cultural and language challenges that psychology is faced with in order for psychologists to have efficient psychotherapy and subsequent to that work inter-rationally. It was hoped that the study would play a positive role in increasing psychologist's sensitivity to issues of racism. Furthermore, it was hoped that the findings of this study would help promote culturally respectful programmes and strategies among psychologists and other health-care professionals in KwaZulu Natal.

DOES TEMPORAL/SEQUENTIAL GROUPING IMPROVE VISUOSPATIAL WORKING MEMORY?

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Visuospatial working memory (VSWM) has been traditionally defined as a system of limited capacity that allows the maintenance and manipulation of visual and spatial information. However, some perceptual features like Gestalt grouping could improve VSWM effectiveness. In two different experiments, we aimed to explore how the presence of elements grouped by color similarity affects the recognition of both, grouped and non-grouped items. We employed a change detection task in which the individual elements were presented sequentially over the time. In Experiment 1, a sequence of 6 items (colored circles) was presented within the same spatial location (200 ms each with an ISI of 100 ms and final retention interval of 1200 ms). In Experiment 2, items followed the same temporal sequence,

but were randomly presented along 6 different spatial locations arranged in a circular configuration. Congruent with previous studies in which the items presentation is simultaneous, the recognition of grouped items was more accurate than the recognition of non-grouped items. In addition, the performance in the change detection task for non-grouped items was influenced by the presence/absence of grouped items within the same array, particularly when a non-grouped probe shared the color of a grouped item. The results will be discussed in relation to the exogenous attentional capture exerted by perceptual grouping and its influence on the encoding, maintenance and recovery of the non-grouped items in visual working memory.

EVERYDAY STRESS AND COPING IN FAMILIES WHERE CHILD SUFFERS WITH TYPE 1 DIABETES

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In this study everyday stress, coping and family functioning in families where child suffers with Type 1 diabetes were analyzed. The sample consists of 23 mothers, 4 fathers and 21 adolescents. Participants were asked to pass the following surveys: the scale of perceived stress – 10 (ShVS-10), validated by Ababkov, the questionnaire «Parent- child interaction(VRR)» by Markovskaya, Lazarus coping test, questionnaire «Scale of family adaptation and cohesion (FACES-3 Questionnaire / Olson test)», a questionnaire of everyday stress and stressors associated with diabetes. Also we collected information about conditions of the disease. Statistical processing of the results included frequency analysis and Mann – Whitney U-test. The study showed that the child's illness affects not only every member's of the family system, including the patient himself and his parents, stress, but also family functioning in general. Most frequent stressors for adolescents with diabetes and their parents were identified. Statistical distinction in parental everyday stress, level of perceived stress, coping behavior, family

functioning depending on the age of the child, age and level of compensation of the disease, way of the therapy, complications, dieting, physical exercises and blood glucose, doses of medication and diet monitoring were found. Statistical distinction in adolescents' everyday stress, level of perceived stress, coping behavior, family functioning depending on the age, gender, level of compensation of the disease, way of the therapy, complications, dieting, physical exercises and blood glucose, doses of medication and diet monitoring were found. Predictors of overstrain, resistance to stress and perceived stress, coping behavior and family functioning in parents and adolescents were identified. Type 1 diabetes is a chronic disease, that influences not only the person, who have to cope with illness-related stress, but the whole family system, which had to encounter such problem, and nowadays more and more families faces this problem. In this regard, the study of the stress of everyday life and coping in the families of adolescents with diabetes is important both in theoretical and practical terms.

CROSS-CULTURAL SPECIFIC OF SELF-DIFFERENTIATION AT RUSSIAN AND VIETNAMESE YOUNG PEOPLE

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Bowen's concept of self-differentiation denotes: 1) the ability to separate thinking from feeling; 2) the capacity of a persons to achieve emotional maturity and independence without losing the ability to connect emotionally with others. Formulated on the basis of the values of individualism and independence, the theory, according to M. Bowen, is universal. However, collectivistic cultures may have some other models for providing ability to support good close relationships in couples and families. Very little empirical research has examined it from a cross-cultural perspective. The comparative analyzes of level of self-differentiation ant its intercorrelations with interpersonal dependence at Russian and Vietnamese young persons was performed. The participants of the study were 30 Vietnamese and 42 Russians of 20 -28 y.o. Methods: Interpersonal Dependency Inventory (Hirschfeld et al.), Relationship Profile Test (R.Bornstein), Differentiation of Self Inventory (E. Skowron, M. Friedlander); Mann-Whitney U-test, Exploratory factor analysis using the principal components method (PCA) and eigenvalue and varimax rotation. Differences of high statistical significance in the General level of differentiation and in all its aspects were revealed between the two ethnic groups. While the overall level of

differentiation and most of its indicators are higher among Vietnamese, Russians have a higher level of "I position", i.e. the ability to recognize their needs in interpersonal relationships and a higher level of interpersonal dependence. The revealed factor models of structure of self-differentiation and interpersonal dependence for Russians and Vietnamese consist of 3 factors, which together account from 73 to 82% of total variance, respectively. Vietnamese self-differentiation is built on emotional restrain and positive attitude to interpersonal dependence. Emotional reactivity is mainly associated with a weak I-position. For Russians, the central element of self-differentiation is destructive over-dependence in combination with the I-position weakness and the desire for autonomy, combined with a tendency to an emotional cut-off. Emotional reactivity is mostly associated with over-dependence. Thus, the results show that the concept of self-differentiation can be applied for a deeper understanding of the functioning of close interpersonal relationships in different cultures, as well as for developing effective culturally-sensitive techniques for couple psychotherapy.

CONSUMER DECISION AND SATISFACTION: HOW SENSORY SCIENCE PREDICT CONSUMERS' SATISFACTION

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The preceding studies suggested that the satisfaction with choice behaviour of a product is dumped to the satisfaction with the chosen product. This study is aimed to reveal the cognitive mechanisms underlying this dumping effect with the methods in sensory sciences. The study consisted of two sub-studies; a products study and an odour study. In a products study, the participants are required to select one product from 4~6 products, and to evaluate predicted satisfaction with the product. One week later, the participants are required to be back to the laboratory, and are asked to evaluate the products based on the experience of the product. Then, they were asked to evaluate the other unchosen products. In an odour study, participants are required to solve an arithmetic problem for 30 minutes under an odour condition; no odour, given odour or chosen odour. After solving problems, participants were asked to evaluate the odour (odour conditions only),

and to answer the questionnaire about their mental stresses. In a products study, the satisfaction with the products was evaluated higher in the chosen products than the unchosen products. There were also correlations between the personality and the satisfactions; maximizers evaluated the selected items less than the satisficers (Schwartz et al., 2002). The odour study failed to show any statistical differences among odour conditions. These results showed the dumping effect of choice behaviour on the products evaluations, but the effect is limited because the effect was not shown in an odour study. The products study revealed that the regret after decision and the less well-being of the maximizers are based on their personalities. The maximizers took more time to decide which item should be selected. The latter results suggested that this cognitive load for decision makes maximizers less happy for their lives.

CULTURAL COMPARISON OF MOTHER-CHILD CONFLICT STYLES DISPLAYED IN EAST ASIA AND EU COUNTRIES SCHOOL TEXTS

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The purpose of this study is to examine the ways how to give the conflicts between mothers and children by statistical analyses displayed in the elementary school texts in Japan, China, Taiwan, Korea, Germany, France and Italy published in 2010. Though the conflict styles would be said to be different between East Asia and Europe, is such cultural dichotomy theory right? The 147 case families in the texts were analyzed by the qualitative-analysis method. The results were as follows: 1) Japanese, French and Italian mothers did not give conflicts intentionally to their children. The case that mothers could not concern their children by mothers' sickness and pregnancy often brought conflicts between the mothers and children in these three countries. These mothers might be expected to behave in harmony with their children by avoidance of conflict. On the other hand, Chinese, Taiwanese, Korean and German mothers give conflicts to their children intentionally as scolding. 2) Japanese and Chinese children did not give

conflicts intentionally to their parents. Both of Japanese mothers and children might be expected to behave in harmony with each other by avoidance of conflict. 3) Though French and Italian mothers did not give conflicts to their children intentionally, their children give conflicts to their mothers intentionally. French and Italian mothers might be expected to catch their children's resistance as an adult. 4) German mothers and children give conflicts intentionally each other. German mothers told their opposite opinions to their children directly and clearly. German children also resisted their mothers directly. Both of German mothers and children might be expected to express their opinion clearly each other and to behave by an equal relation. These results indicate that conflict styles show various tendencies even in the European Union and even in East Asia. The different conflict styles are related to the role of a parent and emotional intimacy between mother and child.

PROFESSIONAL BURNOUT SYNDROME IN HEALTH CARE WORKERS

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The main objectives of medical institutions are focused on improving the quality of medical care, its accessibility and effectiveness, it is an important part of public health policy. In this regard, in accordance with the needs of the population of the Republic of Dagestan, it is planned to develop the existing system of providing inpatient medical care, based on the existing specialization of bed capacity, further modernization not only of the material and technical base, and information support, as well as the organizational and methodological mechanism of the industry, but also human resources, in particular the motivation of staff to work effectively. It is worth noting that the labor motivation of health workers is a certain problem.

In his studies, V.L. Malygin and A. B. Iskandirova noted that 67.6% of physicians suffer from burnout syndrome, and 10.5% are at the stage of the formation of the disease. Burnout syndrome was noted in 46.6% of the examined surgeons, 75.3% of neuropathologists, 40.0% of therapists, 50.0% of dentists, 43.3% of psychiatrists, and 56.6% of narcologists. Professional burnout syndrome is a multidimensional phenomenon, manifested in mental and physiological manifestations, reactions to a wide range of situations in the work activities of a Russian doctor. It is considered on several levels – the results of labor, the mental and physical health of the specialists themselves.

PERFECTIONISM AND BODY ESTEEM AS PREDICTORS OF PHYSICAL ACTIVITY AMONG WOMEN

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Adults' participation in physical activity is affected by a diverse range of personal, social, and environmental factors (Trost et al., 2002). Research has shown that perceived self-efficacy is mentioned as its strongest and most consistent determinant. Other areas have identified genetic factors that contribute to the propensity to be physically active (Bauman et al., 2012). Moreover, some researchers have found that functional perfectionism (Gotwals et al., 2012; Luszczynska et al., 2015) and body esteem (Smith, 2005) correlate with physical activity. The purpose of this study was to verify if there is a direct association between women's physical activity and perfectionism or body esteem, and if the both are its predictors. The research was conducted on the group of 190 women who completed the Body Esteem Scale (adap. Lipowska & Lipowski, 2013) and PAMPQ (adaptive and maladaptive perfectionism; Szczucka, 2010). The mean age of the respondents was $M=23.65$ with $SD=8.555$. The mean time of physical activity during a week was almost 2 hours ($M=1.84$; $SD=.906$). The results illustrate a correlation between time dedicated to physical activity and adaptive perfectionism ($r=0.21^{**}$), physical condition ($r=0.18^{**}$), and

weight concern (tendency with $r=0.130$ and $p=0.074$). A linear regression shows that both correlating factors are predictors of physical activity and explain the dependent variable in 9% ($cR^2=0.094$; $R=0.314$; $F_{189,1}=16.446$; $p=0.001$). The findings from the present study suggest that women who characterize themselves by adaptive perfectionism, expressed through self-acceptance (regardless of the results of task activity), have the ability to distinguish between important and less important matters, focus on their physical condition are prompt to spend more time on physical activities. The outcomes are consistent with previous research. Longbottom and colleagues (2010) found that adaptive perfectionism was positively related to adaptive behavioral and cognitive aspects of motivation which reflect persistence in physical activity. The pursuit of high personal standards, typical to adaptive perfectionism, facilitates and maintains achievement striving through tenacity in sport training. Moreover, the physical condition that represents qualities of personal strength, agility, and energy, that are not typically evaluated by others, helps in performing physical activity (Varnes et al., 2014).

PHYSICAL ACTIVITY IN MOTION: ADAPTIVE PERFECTIONISM, UPPER BODY STRENGTH, AND VARIETY SEEKING TENDENCY AS PREDICTORS OF PHYSICAL ACTIVITY IN MALES

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Although evidence reveals that body esteem is a concern primarily for women, body concerns are also reported by males (MacKinnon et al., 2003) as they are attentive to physical attractiveness, body strength, and physical condition (Franzoi & Shields, 1984). Some findings (Davis et al., 1991) indicate that men body dissatisfaction and physical activity participation are negatively related. Moreover, some researchers (Flett & Hewitt, 2005) emphasize that perfectionism is mostly a negative factor that contributes to maladaptive outcomes among exercisers. Finally, variety seeking tendency has been acknowledged as a crucial exercising inspiration factor and a determinant in training (Sharma et al., 2006). The purpose of this study was to verify if there is a direct association between men's physical activity and: perfectionism, body esteem, and variety seeking tendency with respect to food. The research was conducted on the group of 56 men who completed the Body Esteem Scale (adap. Lipowska & Lipowski, 2013), PAMPQ (perfectionism; Szczucka, 2010), and Variety Seeking Tendency Scale (van Trijp & Steenkamp, 1991). The mean age of the respondents was $M=22.12$ with $SD=6.135$. The mean time of physical activity during a week was almost 2

hours ($M=1.98$; $SD=.944$). The results illustrate a significant correlation between time dedicated to physical activity and: maladaptive perfectionism ($r=-0.34^{**}$), adaptive perfectionism ($r=0.49^{**}$), variety seeking ($r=-0.31^{**}$), physical attractiveness ($r=0.40^{**}$), body strength ($r=0.58^{**}$), and physical condition ($r=0.39^{**}$). A linear regression shows that body strength, adaptive perfectionism, and variety seeking are predictors of physical activity and explain the dependent variable in 44% ($cR^2=0.441$; $R=0.686$; $F_{55,3}=15.442$; $p=0.001$). Therefore, it seems that men who rate their upper body, display self-acceptance, and have intrinsic desire for variety respect to foods, devote more time to exercises. The findings of the present study are consistent with previous research. Franzoi & Herzog (1986) underline that the body strength tends to be positively related to amount of muscle activity. Longbottom and colleagues (2010) indicate that maladaptive perfectionism is associated with avoidance of physical activity. Finally, less time engagement in physical activity is related to food addiction (Tan Ed Li et al., 2018), confirming that caring for diet goes together with sport exercising.

THE STUDY OF PARENT-CHILD RELATIONSHIPS USING THE FLANNEL-GRAPH IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Identification of problems of parent-child relations in families raising children with autism spectrum disorders (ASD), timely psychological assistance to such families, especially mothers, in recent years, have increased. The analysis of parent-child relationships on the example of maternal behavior in an experimental game situation, in families raising children with ASD. Two groups of mothers were studied: 30 tested mothers of children with ASD and 30 tested mothers of children with the typical normal pattern of development. The age of children is 6-8 years. Methods: testing, flannel-graph; descriptive qualitative and quantitative analysis. 1. Questionnaire "Interaction of parents with the child" ("CDF") by I. Markovsky to identify the features of the parent-child relationship in families. 2. Test "The Scale of Rejection of the Child" (SHOR) Barkan. 3. The study of parent-child relationships using the flannel-graph; a board with figures from the fairy tale Board was presented, the tale was read, the plot was restored by the child and his parent. The independence of the child, joint activity, activity of the parent were noted. Children with the typical

normal pattern of development coped with the task in most cases independently. In the group of children with ASD, in a quarter of cases (26%) mothers refused to help the child, and the experimenter was involved in the process. 30% of children who have not coped with the task in connection with the severity of their disease. According to three scales of the questionnaire of BP, statistically significant differences were revealed – satisfaction with relationships in the family; emotional distance-proximity; educational confrontation in the family. Studies on the method of SHOR showed that 13% of mothers of children with ASD expressed rejection of children in a significant way, which is unfavorable for the child in the family. The study of parent-child relationships using the flannel-graph in terms of children with ASD allows you to use this method when planning a complex research in pediatric clinical psychology. Along with the diagnostic component, the use of flannel-graph; allows to schedule individual psychocorrectional work with children suffering from ASD using the zone of proximal development of the child.

SEXUAL ASSAULT AND EARLY DROP-OUT FROM PSYCHOTHERAPY: A QUALITATIVE ANALYSIS

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Examining the drop-out is one of the most important issues for psychotherapy research. Although some researchers (Wierzbicki and Pekarik, 1993) identified some demographic variables that predict drop-out, the others (Sharf, Primavera, and Diener, 2010) concluded that there was a strong relationship between therapeutic relationship and drop out. On the other hand, Gülüm, Soygüt and Safran (2016) used qualitative method to examine drop-out and concluded that the type and frequency of rupture in therapy and therapists' positive and negative behaviors are also important other variables. This finding indicates that with qualitative research, psychotherapy processes can be examined deeply. Sexual assault is one of the experiences that is highly destructive, can reveal the symptoms of PTSD and can cause significant harm to the psychological health of the person. However, although psychotherapy studies conducted with this group may show us drop-out rates (Hembree et al., 2003), they cannot show why individuals with PTSD symptoms drop-out early. Qualitative research is needed in order to

examine these factors. Therefore in this study, it is aimed to examine the factors underlying the early drop-out with the sample of sexually assaulted women with a qualitative method, thematic analysis. The sample of the study consisted of 10 women who were exposed to sexual assault. The necessary permissions were obtained from the participants and the sessions were recorded. While 6 of the women completed the psychotherapy process, 4 of them drop-out after the first two sessions. First, sessions and the transcription were conducted by the first researcher. Then, the data was analyzed by inductive thematic analysis method according to the suggestions of Braun and Clarke. At this point, the data will be examined within the therapeutic alliance, the rupture moments and the therapist's reactions, and the themes that newly discovered and specific to PTSD will be explained. As far as it is known, there is no study examining the factors underlying the drop-out in women who are exposed to sexual assault with a qualitative method. It is thought that the study will provide an important and unique contribution.

PSYCHOLOGY OF ISLAM AND MUSLIMS: RUSSIAN DISCOURSE

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Scientific understanding of topics related to the psychology of Russian Muslims requires interdisciplinary research of all social, cultural, medical, theological, historical, and psychological factors that affect it. The context of "realization of religion in a person or piety" (embodiment or manifestation of ideal religion in each real person) is very important for psychologists. In Russia targeted research and practical psychological activities in the Muslim community are carried out by the specialists of the Association of Psychological Assistance to Muslims created in 2017. An annual scientific-practical conference "Islam: psychological stability as the basis of personal and social well-being" held in Moscow, round tables on the most critical issues, refresher courses and seminars, webinars and online discussions are held as part of association's activities. It's important to carefully select research tools and carefully interpret results of an empirical research, since the vast majority of modern psychological methods which are aimed at studying religion, religious identity and religious fundamentalism are created for a Christian research sample or consider religion from a secular point of view. In this regard, the methods must be adapted for the

Muslim research sample and when interpreting the results, the Islamic view of a Muslim person should be taken into account. The Association of Psychological Assistance to Muslims in Russia is aimed at solving the problem of applying scientific approaches to the psychological counseling of Muslims. For a deep understanding of the psychology of a Muslim and, accordingly, the implementation of psychological counseling in the Islamic paradigm, it is necessary to rely on the ideas of the personality development that have been formed in Islam. The specifics of Islamic psychological counseling should be given sustained attention. What amount of Islamic knowledge should a professional psychological counselor have in order to provide psychological support to a Muslim? Can an Islamic psychologist be a non-practicing Muslim? Or practice other religion? Or can he be an atheist, who takes into account the religious identity of his client? Currently these questions are debatable. In its work, the newly-established Russian Association relies on the experience of foreign colleagues, first of all, International Association of Islamic Psychology and International Association of Muslim Psychologist.

PSYCHOLOGICAL TYPOLOGY OF LANGUAGE PATTERNS TRANSLATION AS A COMPONENT OF LINGUISTIC ABILITIES

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The study of such psychological individualities as linguistic abilities (LA), by the Teplov consensus group (Golubeva, Kabardov, Artsishevskaya, Lzyumova, Bolshunova, etc.) provides an opportunity to discuss the following questions: - special human types of Higher Nervous Activity (by Pavlov) («artistic», «thinking», «medium»); - Kabardov's conception about individual variation of LA types («linguistic», «communicative» and «mixed» ones); - the LA variability during pronouncing (the syntactic component and paradigmatic and syntagmatic tactics of associative reactions (by Demina). However, the individual and psychological features of translating as part of LA are insufficiently studied yet. Individually-oriented teaching methods have not been developed either. Such techniques as: Wechsler Adult Intelligence Scale and Borisova test were used to identify artistic and thinking types. The authorial techniques which reveal individual specificity of interpreter's activity («Translation of English and Russian Pseudophrases», «Translation of Idioms», «Character Description» etc.) were specially developed as well. Mathematical processing was carried out by means of factor analysis and U-Mann-Whitney. It became clear that individual

psychological diversity in translating foreign language patterns is associated with I and II signaling systems (by Pavlov). Moreover, «thinking» type persons (II signaling system) are more successful in translating such language patterns than «artistic» ones (I signaling system). At the same time, the peculiarities of translating correspond to the individual and typological characteristics of LA, discovered by Kabardov («communicative» and «linguistic» ones). «Thinking» type persons try to analyze the given language patterns from the morphological and grammatical points of views. They try to find logical and grammatical connection between words in sentences. Persons of an «artistic» type, try to synthesize the emotional, figurative and cultural meaning of the language patterns while translating. They rely on subjectively significant information and mainly extra-linguistic techniques, sometimes neglecting the linguistic rules. It was demonstrated that while translating, persons belonging to different linguistic types can compensate the components of their abilities which are not well developed with the developed ones to make up some language tasks. In this case, rather successful results could be achieved.

TWINSHIP SELFOBJECT ENVIRONMENT IN PSYCHOTHERAPY: A CASE PRESENTATION

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In the framework of Kohutian psychoanalytic self psychology, in this presentation, twinship type selfobject tie between therapist and patient (a woman patient who was a victim of a bombing attack happened in our city center, Ankara, Turkey) will be presented. Nonconscious, implicit process during the therapy sessions will be exemplified based on the therapist's prereflective experiences. Therefore, dyadic interactions within the therapy

dyad will be conceptualized in the context of "the many faces of twinship" and new insights coming from mother-infant studies related to nonverbal procedural implicit aspects of the adult face to face psychotherapy. Further, implications of conducting therapy process in an unsafe environment (because of bombing attacks) are also presented. Key words: twinship, nonconscious, implicit, prereflective, living in an unsafe environment

CORTICAL ACTIVATION DURING WALKING WHILE SMARTPHONE TEXTING: A DUAL TASK BASED fNIRS STUDY

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The purpose of the study was to investigate the cortical activation during a dual task of walking while smartphone texting in young healthy adults using the functional near-infrared spectroscopy (fNIRS). In a crossover study design, 39 right-handed college students (21.3 ± 2.5 years, 46.1% females) randomly undertook the following three task conditions separated by a minimum of 48 hours: smartphone texting only (T task), walking only (W task), and dual task of smartphone texting while walking (TW task). Cortical oxygenation during the three tasks was monitored using a 38-channel fNIRS (NIRx Medical Technologies LLC, USA). Walking was conducted on a treadmill with a speed of 2.0 km/hour. Texting task was performed with a typing APP on a smartphone. There was no significant difference in texting speed between T task and TW task (71.7 ± 10.4 vs. 71.0 ± 12.9 chars/min, $P > 0.05$). Texting enhanced hemodynamic response in frontopolar area (e.g., Ch1T task vs. W task, 1.10 ± 1.93 vs. -0.12 ± 0.14 a.u, $P < 0.01$; Ch1TW task vs. W task 0.89 ± 1.05

vs. -0.12 ± 0.14 a.u, $P < 0.01$) dorsolateral prefrontal cortex (e.g., Ch6T task vs. W task, 0.24 ± 0.43 vs. -0.15 ± 0.42 a.u, $P < 0.01$; Ch6TW task vs. W task 0.21 ± 0.33 vs. -0.15 ± 0.42 a.u, $P < 0.01$) and Broca's area (e.g., Ch35TW task vs. W task 0.99 ± 0.81 vs. 0.47 ± 0.75 a.u, $P < 0.01$). In addition, W task evoked an increased activation in temporopolar area (e.g., Ch8 T task vs. W task 0.04 ± 0.12 vs. 0.75 ± 1.30 a.u, $P < 0.01$) and superior temporal gyrus (e.g., Ch15 T task vs. W task 0.22 ± 0.64 vs. 0.76 ± 0.84 a.u, $P < 0.01$) than T task. There were no significant differences in those regions between T task and TW task. The findings indicated that walking on a low speed requires less cognitive resources from the prefrontal cortex, while the temporal lobe is involved. When walking while texting on a smartphone, the brain areas (temporopolar area and superior temporal gyrus) involved in gait were activated, and areas in prefrontal cortex were also activated. Thus, more cognitive resources were allocated to smartphone texting during the dual task.

A PSYCHOANALYTIC SELF PSYCHOLOGY ORIENTED THERAPY PROCESS WITH "FLOWER OF DESERT"

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In this presentation, a psychotherapy process with a patient who was in a lifeless psychological state when she applied to therapy will be presented. The presentation will be aimed to represent creative responses to two crises in the therapy process. These are temporary accommodation problem to the therapy framework and an anger attack of the patient that threatened the safety of the patient. Unusual creative solutions that are out of the line of therapy framework were used in order to fulfill

the patient's mobilized mirroring selfobject needs. The end of one and a half year, the secure therapeutic relationship was shaped with a generosity to provide care, protection, and admiration for the sake of the patient. The patient has become a "flower of the desert". The name of the revival process was inspired by a gift from the patient to the therapy process, a little cactus plant. The process is conceptualized as the restoration of the self as defined by Heinz Kohut.

FOOD CONSUMPTION HABITS IN ROMANIAN FAMILIES AND ADOLESCENTS

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Food habits have changed in Romania and in the rest of the world, in the last decades. These changes regard both the quantity and the quality of the food ingested, and have a big impact on the quality of life and health. Many studies report an increase in the incidents of cancer, for example, connected to the life style, and especially nutrition. In this study, I investigated the food consumption habits in a number of N=282 Romanian families, with or without children (out of which N=191 were adolescents). Two questionnaires were used – one for food habits in adolescents, and one for family regular food consumption, plus an index of regular food

consumption per classes of food, completed by the adult responsible of food purchase and cooking in the family. The results show a significant change in food habits, compared to results found by Petrovici and Ritson (2000), both at the family level, and at teenage level. The level of meat consumption increased, whereas the vegetables and fruit consumption decreased in adolescents, even more, compared to the rest of the family. These results forecast further changes in food habits for the following years, and raises the need of a more dedicated research regarding food habits, with direct implication on health and quality of life.

UNDERSTANDING THE ADJUSTMENT OF CHILDREN WITH SPECIAL NEEDS: A FAMILY SYSTEMS PERSPECTIVE

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According to a family system perspective, children are shaped by multiple, interrelated socialization forces, nested within the parents, the parent-child relationship, the inter-parental relationship, and the larger family. Empirically, however, the unique contributions of different family subsystems to the adjustment of children, especially those with special needs (SNs), are rarely tested. Using cross-sectional data collected from Chinese families with kindergarten-aged children with SNs, the present study examined whether paternal and maternal depressive symptoms, father- and mother-child conflict, inter-parental conflict, and family economic pressure were independently linked to child internalizing symptoms and externalizing behaviors. Participants were 98 fathers and 98 mothers from 98 families with children with SNs, recruited from 20 integrated kindergarten-cum-child care centres in Hong Kong, China. These centres aimed to educate typically developing children and children with SNs in a more integrated setting. Major types of SNs included global developmental delay, speech and language developmental delay, motor developmental delay, autistic spectrum disorder, and attention deficit and hyperactivity disorder.

Participating fathers and mothers independently provided demographic information, including child gender and age, and completed questionnaires on family relationships and child adjustment. The mean age of children in our sample was 61.89 months (SD = 10.51). Seventy-four percent of these children were boys (n = 71). Fathers' and mothers' reports of inter-parental conflict, family economic pressure, and child adjustment problems were averaged due to high correlations ($r_s > .60$). Multiple regression analyses indicated that, controlling for child gender and age, maternal depressive symptoms ($b = .30$; $t = 2.42$; $p < .05$) and family economic pressure ($b = .42$; $t = 2.90$; $p < .01$) were uniquely and positively linked to child internalizing symptoms. Moreover, father-child conflict ($b = .35$; $t = 3.17$; $p < .01$) and mother-child conflict ($b = .24$; $t = 2.19$; $p < .05$) were uniquely and positively linked to child externalizing symptoms. Discussion focused on the utility of using a family systems perspective to examine the adjustment of children with SNs, and the importance of supporting these children by targeting their fathers and mothers, as well as their families as wholes.

EXECUTIVE FUNCTION PERFORMANCE AND PREFRONTAL ACTIVATION WHEN CYCLING ON AN ACTIVE WORKSTATION IN YOUNG ADULTS

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Previous studies suggested that exercise on an active workstation while working may be a promising intervention strategy for reducing sedentary time at workplace. The influence of using active workstation on cognitive function are not well studied and the existing studies yielded mixed findings. The purpose of the study was to examine the effects of self-paced cycling on an active workstation on executive function and prefrontal cortex activation in young adults. In a cross-over study design, 35 young adults (mean age = 21.4 ± 2.6 years, 45.7% females) were randomly assigned to the following two task conditions separated by 48 hours: performing cognitive tests while sitting (SIT) and performing cognitive tests while cycling on an active workstation (ACTIVE). Executive function was assessed by a task-switching paradigm and Stroop Color and Word Test (SCWT) programed using E-Prime 2 professional (Psychology Software Tools, Inc., Sharpsburg, PA, USA), respectively. Stroop effects, global switch costs, and local switch costs were derived and used as the behavioral outcomes of the two tasks. Prefrontal activation was monitored using a 38-

channel fNIRS system (NIRx Medical Technologies LLC, USA). The behavioral results showed that there were no significant differences on Stroop effects (112.61 ± 136.66 vs. 136.57 ± 122.24 , $P=0.19$) between SIT and ACTIVE conditions. The global switch costs (463.19 ± 35.47 vs. 452.77 ± 28.65 , $p = 0.73$) and local switch costs (-6.14 ± 29.88 vs. 9.97 ± 26.77 , $P = 0.70$) also did not differ. For the fNIRS results, compared with SIT, the oxy-Hb in response to Stroop interference in Channel 5, 10 and 12 was decreased during the ACTIVE condition (Ch5: 0.40 ± 1.25 vs. -0.21 ± 0.88 , Ch10: 0.41 ± 0.88 vs. -0.05 ± 0.72 , Ch12: 0.31 ± 0.77 vs. -0.11 ± 0.58 , all $P < 0.05$). The three channel was located at frontopolar area and left-dorsolateral prefrontal cortex (left-DLPFC). The oxy-Hb in all channels related to task-switching was not different between the conditions ($P > 0.05$). The results suggests that the behavioral performances on Stroop task and task-switching were not influenced by cycling on an active workstation; however, the cognitive resources for performing executive function may be reduced.

THE EFFECTS OF DOHSA-HOU RELAXATION SKILL TRAINING ON INDICATORS OF MOOD STATE REGULATION IN JAPANESE JUNIOR HIGH SCHOOL STUDENTS

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This study aims to investigate the effect of Dohsa-hou on the mood states of Japanese junior high school students. Dohsa-hou is an original Japanese psychotherapy that focuses on stabilizing the body as a means to change the mind by relaxing physical strain and controlling the self. This study aimed to offer relaxation skills to junior high school students in response to a principal's request to facilitate ways to regulate behavior and allow students to concentrate on learning. We carried out a workshop for 41 Japanese junior high school students to experience relaxation through Dohsa-hou. All participants completed the Profile of Mood States-Youth-2 (POMS2-Y) before and after the relaxation task. The POMS2-Y simultaneously measures six mood states (Depression-Dejection, Vigor, Anger-Hostility, Fatigue, Tension-Anxiety, and Confusion). Participants were instructed to raise and lower their shoulders by themselves and in pairs while seated. As a result of paired sample t-tests, scores for all mood states decreased. The effect size was especially larger in Fatigue ($t(77) = 5.324$, $p < 0.01$; Cohen's

$d = 0.514$), Tension-Anxiety ($t(77) = 6.477$, $p < 0.01$; Cohen's $d = 0.683$), and Confusion ($t(77) = 5.656$, $p < 0.01$; Cohen's $d = 0.574$). This decrease was also observed for Total Mood Disturbance (TMD) ($t(77) = 5.948$, $p < 0.01$; Cohen's $d = 0.559$). These results show that mood states related to negative feelings decreased at post-test as a result of the relaxation experience using Dohsa-hou and indicated an overall change to a more stable mood state. This study showed that Dohsa-hou demonstrated specific effects for lowering negative mood states and stabilizing TMD in a non-clinical sample of junior high school students. In general, children are thought to experience stress from schoolwork and interpersonal relationships in junior high school, as it is a time when various problems such as school refusal and bullying are known to occur. This application of Dohsa-hou has shown some capacity to contribute to such efforts by providing a skill to improve the mood states of children who may encounter these issues or benefit from behavioral self-regulation.

CAMBRIDGE NEUROPSYCHOLOGICAL TEST AUTOMATED BATTERY: COMPARING COGNITIVE IMPAIRMENT IN SCHIZOPHRENIA AND BIPOLAR DISORDER

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Schizophrenia (SZ) and bipolar disorder (BD) are frequently occurring and impairing disorders that affect around 1% of the population. Schizophrenia is associated with significant cognitive impairment. Bipolar disorder also presents with cognitive deficits that are similar to but less severe, than those reported in schizophrenia. Over the last decade, the Cambridge Neuropsychological Test Automated Battery (CANTAB) has been utilized in cognitive studies mostly of schizophrenia but also of bipolar disorder. The aim of this study was to compare cognitive impairment between SZ, BD patients and healthy controls using CANTAB. 105 SZ and 45 BD patients were recruited from the Psychiatry Department, Clinical Center, University of Sarajevo, Bosnia and Herzegovina. They were compared with 48 healthy controls (CT) on CANTAB that included: Simple reaction time (SRT), Choice reaction time (CRT), Stop signal task (SST), Cambridge gambling task (CGT), Information sampling test (IST), Stocking of Cambridge (SOC) and Intra/Extradimensional set shift (IED) tests. These tests measure four different functions: attention, response, decision making and executive function, working memory

and planning. In SRT and CRT tests we found statistically significant difference between SZ and BD patients compared to CT. Also we found statistically significant differences between SZ and BD patients suggesting us that SZ patients' attention is slower and they show more impulsiveness and inaccuracy in their performance. SST test shows statistically significant different between SZ and BD compared to controls, but there were no any differences in responses between SZ and BD patients. Speed of decision making was measured using CGT and IST tests and results indicate that BD patients may have cognitive impairments and problems with decision making but still they perform slightly faster than SZ patients on this task. Lastly we measured executive functions, working memory and planning ability using SOC and IED tests were we found statistically significant differences between BD and SZ compared to controls and between SZ and BD patients. We can conclude that we found more cognitive impairments in SZ than in BD patients. In the end it is important to mention that this is the first research study of this kind done in B&H.

SENSE AND MEANING OF CARING. PSYCHOLOGICAL AND ETHICAL ASPECTS OF SOCIAL AND HEALTH EDUCATION

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The research focuses on highlighting the main problematic issues related to the quality of psychological care in the health facilities and the training needs of the staff in order to ensure the highest level of wellness both to patients and to the carers. This idea is combined in the context of a multidimensional concept of health that requires greater disclosure, since the contemporary social and health structure are still far from acquiring this concept in its fullness. Our perspective is the humanization of medical care, within which the human sciences play a central role. The first part consists of an excursus on the existing literature on the themes of empathy and the relationship with reference to interpersonal neurobiology (Siegel, 2013). It continues with the analysis of stress factors in the treatment process and the level of empathy of the operators, perceived by patients and trainees using the narrative interview method. Structured scales (Jefferson's Scale of Empathy) will also be used to measure the degree of empathy towards

patients. Evidencing the neurobiological aspects of the patient-caregiver relationship, evidence relating to the management of patient anxiety and the effects of compliance in the use of drugs (Benedetti, 2015). Highlighting stress factors in the patient and in the caregiver, identifying preventive modalities and treatment paths for both. The results highlight the important effect of the positive relationships on the psychophysical wellness of the patient and the caregiver showing, as deduced from the collection of testimonies of trainees and patients, that these aspects are strongly disregarded in some Italian public health facilities, that the level of stress operators is very high and this has a major impact on the progress of the treatment process. Therefore further studies would be necessary to further deepen the role of protective factors in this context, for the purpose of implementing preventive and corrective actions in the health facilities.

DIAGNOSTIC POSSIBILITIES OF MOTIVATION AND SEMANTIC FORMATIONS IN PREVENTION OF DEVIANT BEHAVIOR

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The relevance of a research is connected with increase in cases of deviant behavior among youth and with necessity of preventive actions that will give the chance the available tendency will be not realize in socially undesirable behavior. The problem of a research is expressed in a contradiction between a lack of the mechanism of diagnostics of indicators of tendency to deviant behavior and a possibility of practical application of prevention of asocial behavior by means of development of motivation and semantic formations at youthful age. Our research is directed to study the motivation of tendency to realize the socially undesirable behavior of young men and women. The research confirmed students with the high need for domination have high tendency to aggressive behavior. The students with the high need for relationship are less inclined to aggression and violence; examinees with higher satisfaction with

the social relations are less inclined to addictive behavior. The students with the high need for achievement are less inclined to different types of deviant behavior. The tendency to overcoming norms and rules, to commission of illegal acts has the negative correlation of a responsible attitude to educational activity. Students who consider the education important show socially approved behavior more often. Other study correlated tendency to deviant behavior and educational progress of students. In group with high academic results the indicators of tendency to overcoming norms and rules, to delinquent behavior for girls is higher than for young men, but girls demonstrate lower extent of strong-willed control of emotional reactions than young men. The study confirmed a lack of differences in motivation of tendency to realize the deviant behavior between the examinees who study in college and at the university.

CHARACTERIZATION OF SELF-DEFINING MEMORIES IN ANTISOCIAL PERSONALITY DISORDER

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Autobiographical memory (AM) refers to memory of personal experiences, an ability that allows individuals to define themselves, construct a life story and attribute meaning to it. A particular type of autobiographical memory has been described as more relevant in pursuit of personal goals: the self-defining memories (SDM). SDMs are distinguished from other AM processes to delineate those associated with the sense of personal identity and continuity in one's individual history. Several studies have identified modification in SDM construction in different pathological populations such as people suffering from schizophrenia, depression or post-traumatic syndrome. According to the numerous aversive events experienced by individuals suffering from antisocial personality disorder (ASPD), the present study aimed to explore SDMs in individuals with ASPD to examine and understand the construct of their identity through the characterization of the SDMs. The aim of this study was to characterize the SDMs of 24 men hospitalized in forensic hospital suffering from ASPD in comparison to SDMs of healthy male participants. According to the Singer and Blagov

method (Singer & Blagov, 2000; 2001), SDMs were analyzed in terms of specificity, emotional valence and integrative meaning dimensions. Results showed that participants with ASPD recalled as much specific memories as control participants. Moreover, participants with ASPD preferentially recalled specific memory with multiple single-events (Type 3). Concerning emotional valence of SDMs, participants with ASPD recalled more neutral memories and less positive memories in comparison to control participants. Finally, participants with ASPD also retrieved less integrated memories compared to controls. Our findings suggest that individuals with ASPD do not present overgenerality bias but have difficulties in selecting specific single event. This phenomenon could be related to inhibition or emotion regulation deficits. Moreover, their inability to take lesson from past experiences or to express emotions when they retrieved events could play a main role in their social functioning and in their identity construction and could constitute a major target for clinical interventions.

EMOTIONAL AGING: THE INFLUENCE OF FEAR AND DISGUST STIMULI ON RECOGNITION MEMORY OF YOUNGER VS. OLDER ADULTS

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The effects of emotional stimuli on memory in older adults are often addressed in terms of socio-emotional selectivity theory and the valence dimension: Older adults usually remember positive stimuli better than negative stimuli (Carstensen & Mikels, 2005) due to age-related shifts in their goals and motivations. However, studies examining the effects of negative categorical emotions on the elderly are still limited (e.g., Mather & Carstensen, 2003). In younger adults, disgust-related pictures were shown to enhance memory compared to fear-related ones because disgust-related materials must be remembered to avoid contamination (Chapman et al., 2012), but it is not clear whether or not this effect could also be generalized to the older adults. Recent studies suggest that older adults experience disgust to a lesser extent than younger adults (Kunzmann, Kupperbusch, & Levenson, 2005), in contrast, with the loss of physical health, older adults may experience fear more than younger adults (Teachman & Gordon, 2009). The present study examined the effects of negative categorical stimuli (fear vs. disgust) on recognition memory of older and younger adults

in two experiments. In light of previous findings we hypothesized that, older adults would remember fear-related stimuli better than disgust-related stimuli, whereas younger adults would show the opposite pattern. 24 younger (age: 18-30) and 18 older adults (age: 60-72) first studied 15 happiness-, 15 disgust- and 15 fear-related photos and half an hour later were given a recognition memory test including old photos mixed with new ones. For each item, they made an old/new judgment on a confidence rating scale. Experiment 1's results showed that age groups did not significantly differ on accuracy and response bias measures for recognition of emotional stimuli. Examination of the ROC curves suggested that older participants had a liberal response bias for both disgust and fear stimuli. Following these results, Experiment 2 was planned to include a neutral control condition, add a personal relevance dimension in the procedure and to match recognition lists for content. Findings from two experiments will be discussed within the framework of categorical vs. dimensional models of emotion.

PSYCHOMETRIC PROPERTIES OF METHOD FOR ASSESSMENT OF EXECUTIVE FUNCTIONS: RELATIONS WITH RISKY DRIVING BEHAVIOR

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The quality of drivers' performance is one of the crucial components related to road safety. Amongst the main areas studied in this regard is the psychological aptitude of people to drive. One of the key cognitive characteristics related to ability to drive safe are executive functions. The method Trace-Route task is constructed to evaluate the executive functions of drivers. The present article discusses the results of two consecutive studies. Study one aims to assess the potential of the method to measure disturbances in executive functions. It includes 134 participants, equally divided in two groups – people with and without disturbances in

executive functions. Study two aims to assess the ability of the method to distinguish drivers with risky behavior. It includes 1440 participants divided in two groups – people with and without actual risky behavior. The results show that the method has significant and high levels of validity and reliability. The data provides sound evidence for the aptitude of the Trace-route task to distinguish people with disturbances in executive functions and people with potential risky driving behavior. These results reveal the capacity of the method for implementation both in the areas of clinical and traffic psychology.

SACCADIC ATTENTION NETWORKS TASK

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One of the experimental paradigms that allow studying attention as a system of networks is the Attentional Networks Test with manual response (ANT-M) (Fan et al., 2002). The test combines alertness (auditory warning), orienting (peripheral onset) and executive control (flanker arrows) in a single design to explore interactions between the networks. In this study, we extend the classical ANT with a saccadic response (ANT-S) to test the networks with the involvement of the oculomotor system, and we modified the executive control task to be more suited for saccadic responses (SR). In ANT-S subjects responded with a prosaccade in the direction of a green arrow and an antisaccade opposite to the direction of a red arrow pointing towards one of the two target locations. Using an endogenously generated antisaccade is a novel method that allowed us to test the executive network without confound from the peripherally generated orienting effect.

Similar to the ANT-M, trials also included combinations of the three types of visual cueing (valid, neutral, invalid), and one of two alerting audial types (sound, no sound). Each experiment had an equal number of trials per condition. Twenty volunteers (13 – female, 7- male) aged from 20 to 35, with normal or corrected to normal vision were recruited for the experiment and contributed to both the ANT-M and the ANT-S. We observed strong main effects of all three attention networks in both experiments, but only the ANT-M showed a single interaction where alerting enhanced the orienting effect. The within-subject design, along with the novel endogenous anti-saccade allowed us to directly compare this classic test across response modalities. The endo antisaccade, in particular, allows us to match the SR compatibility of the original ANT-M without the additional oculomotor inhibition that usually accompanies this executive task.

EXAMINING APOLOGY AND CULTURE: INTERPERSONAL AND INTERGROUP APOLOGIES IN TURKEY

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Apology is a significant tool for reconciliation (Lazare, 2004). However, the prevalence and perception of apologies may differ across cultural groups. Accordingly, this research examines apologies within an honor culture (Turkey) where positive social image and reputation of strength are important driving sources of psychological processes (Nisbett & Cohen, 1996; Uskul & Cross, 2018). Offering an apology may be perceived as a threat to one's social image, implying a weak position (Mills, 2001; Schumann, 2018). Given the importance of positive social image in honor cultures, members of such cultures may view apology offers negative and use them infrequently. To test this prediction, we conducted three studies using different methods. First, we content analyzed proverbs and idioms as cultural artefacts reflecting important cultural characteristics, retrieving them from two main Turkish proverb and idiom books (Aksoy, 2014, 2015). This analysis revealed that out of 2667 proverbs and

6310 idioms, only two idioms contained a direct reference to apology. However, there were others ($n = 25$) that implied apologizing in some other forms (e.g., seeking forgiveness). Second, we screened Turkish news published in Google and the main Turkish news agency (Anadolu Agency) in the first five months of 2018 to search for news referring to an apology offered by individuals or groups in Turkey. This revealed 136 apologies. Coding of these apologies by source revealed that politicians were significantly less likely to offer apologies (individual or collective) compared with non-politicians. Third, the findings from a quantitative study with Turkish undergraduate students as participants ($n = 196$) showed that i) offering apology is considered to be a moral virtue, ii) offering apology is seen as weakness, iii) offering an apology for a wrongdoing is not common in Turkey, and iv) collective honor is negatively associated with offering collective apologies. Findings are discussed within the framework of honor culture.

SOCIO-POLITICAL EMOTIONAL CLIMATE OF TURKEY AND ITS EFFECTS: A QUALITATIVE EXAMINE

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It is possible to assume that the socio-political structure, which is one of the systems surrounding the individual, may have individual effects in the context of mental health and functionality. Emotional climate is one of the characteristics that may originate from socio-political conditions. It refers to the predominant collective emotions generated through the social interaction between members of society and social-political factors in a particular milieu (de Rivera, 1992, 2007). In this study, it is aimed to determine the collective emotions, the socio-political factors associated with these emotions, and how these emotions affect individuals subjectively. The sample of the study consists of eight people who are satisfied/dissatisfied about the current political system and course, as well as young and middle age and low and high education groups. For the purpose of the study, semi-structured interviews were conducted that asked the emotions about living in Turkey, emotions toward to other people in the community, psychosocial factors about these emotions and their individual effects, The contents were analyzed via MAXQDA 18 by creating upper and sub codes. Coding within a

general structure method was used. As a result of analyses, it was found that most common collective emotions were anger, worry, sadness, fear, oppression, resentment, polarization. It was seen that the feelings towards other people in the community were predominantly negative due to the perception of ostracizing, oppression and inequality. The factors that give rise to collective emotions were grouped in injustice, unpredictability, problems in social policies, violence, threat against the existence and oppression. The individual effects of these collective emotions and their sources were some feelings such as anger, numbness, resistance and also, desire to isolation, positive contribution to identity formation, preoccupation with political issues. Mental health is an integrated situation which contains emotional, psychological and social well-being (Keyes, 2005). The findings of this study indicate that socio-political factors affect well-being and functionality in various ways. Studies in this area contribute to the establishment of mental health in the social framework and provide evidence for social policies to protect mental health and to prevent psychological disorders.

THE CONTRIBUTION OF CONSUMPTION IN THE GENERAL EMOTIONAL STATE OF YOUNG PEOPLE

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At the end of the last century, modern society was given the label "consumer society", but over the past decades this trend has only intensified. The goal of the study: to find out the mechanisms of young people's daily consumption, in particular, how they are related with their emotional sphere. We collected 514 diary records (N=73, M = 19.6, sd=1.63). The diary includes quantitative assessment of mood, a qualitative description of its causes, an assessment of each spending (positive, neutral or negative) and the emotion that best describes their consumer behavior in general (happy, surprise, contempt, sadness, fear, disgust, anger). Qualitative-quantitative methods were used for the analysis: content analysis and thematic modeling (latent placement of Dirichlet). All records based on quantitative subjective assessments were divided into 4 groups: negative emotions (100 entries from -50 to -1), neutral (150 entries from 0 to 14), positive (121 entries from 15 to 30), brightly positive (143 records from 31 to 50). We obtain that more positively consumed days are characterized by more active consumption. For young people,

there are two main consumer drives that bring satisfaction: procedural, as some kind of ritual, and complete absence of spending. Any spending assessed as typical, complying with family and friends' standards and also perceived as approved by these groups, becomes part of everyday consumption and ceases to be a source of positive emotions. For negative emotional states revealed consumer pattern: visiting a cafe or restaurant with a friend and an average check of about 200 rubles and the emergence of such category as alcohol/cigarettes. In the absence of any spending, which is more characteristic of negatively assessed days, one's own economic behavior was assessed through the prism of a general emotional state. The design of our study doesn't imply the relationships directions, but on the basis of obtained data, we can draw conclusions about the close relationship of everyday consumption and the general emotional state of young people. Also for our further research, a hypothesis was put forward about the regulatory function of everyday consumption for the general emotional state of young people.

WORK-FAMILY CONFLICT EXPECTATIONS AMONG FEMALE BUSINESS STUDENTS: THE INFLUENCE OF PARENTAL ROLE MODELLING, SELF-EFFICACY TO MANAGE WORK-FAMILY CONFLICT AND POSITIVE AFFECTIVITY

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Anticipated work-family conflict (AWFC) refers to the work-family conflict that young adults expect to experience between their future work and family roles. We investigated the influence of self-efficacy to manage work-family conflict, positive affectivity, and three forms of parental role modelling (i.e., parental employment, perceived work-family coping of parents) on female business students' AWFC. Survey responses from female business university students in South Africa (N = 256) who had responded to a larger study on work-family issues were analysed. Our findings evidence the bi-directionality of the anticipated work-family conflict construct; with the directions respectively labelled anticipated work-to-family conflict (AW2FC) and anticipated family-to-work conflict (AF2WC). The female business students that responded to the online survey expected higher levels of future work-to-family conflict (AW2FC)

than future family-to-work conflict (AF2WC). Of the different forms of parental role modelling investigated, only maternal employment and egalitarian role sharing of housework helped predict significant variance in AW2FC. No form of parental role modelling was significantly related to AF2WC. Contrary to expectations, the female business students' self-efficacy to manage future work-family conflict did not moderate the relationship between maternal employment and either direction of their AWFC. Self-efficacy to manage future work-family conflict and positive affectivity predicted significant variance in AWFC, indicating the importance of personal characteristics and dispositions in the appraisal of future work-family dynamics. These findings have implications for vocational counselling, organizational selection, human resources policy development, and future work-family research.

EMOTION REGULATION AMONG INDIVIDUALS WITH LOW AND HIGH NEUROTICISM

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Neuroticism is a personality trait characterized by a tendency to experience frequent and intense negative emotions. Modern concepts of the genesis of emotional disorders agree that neuroticism is the main diathesis factor for all anxiety and depressive disorders. Neuroscience data confirms that amygdala hyperreactivity in combination with reduced controlling activity of the prefrontal brain regions is characteristic of both depressive and anxiety disorders. The same pattern was found in individuals without clinical diagnoses, but with high rates of neuroticism. We proposed that the links between emotion regulation strategies, personality traits, and the severity of positive-negative emotional states vary in individuals with high and low neuroticism. Participants were students of universities of Arkhangelsk (N = 263); 139 men and 124 women. Emotion regulation strategies (cognitive reappraisal and emotional suppression) were measured by Emotional Regulation Questionnaire; neuroticism was assessed by Neo Personality Inventory. Positive and negative affect scale was used to assess emotional states. In accordance with the hypotheses of the

study, two contrast groups were selected: "high neuroticism" (N = 54) and "low neuroticism" (N = 93). It has been shown that the level of neuroticism is a predictor of differences in the ability to change attitudes towards an emotional situation in order to regulate emotions: individuals with high neuroticism are less able to reappraise negative experiences. However, the tendency to suppress emotions does not depend on the neuroticism. Regardless of neuroticism scores, individuals capable of cognitive reappraisal experience more positive emotions. This fact emphasizes mediating role of cognitive reappraisal in the relationships between neuroticism and positive affect. There is a positive relationship between the suppression of emotions and the severity of negative emotional states in individuals with low and medium level of neuroticism. This connection disappears in the sample with high neuroticism. The need of additional resources for persons with high neuroticism (for example, developing skills of constructive expression of emotions) is discussed.

HELPING SYRIAN REFUGEES: IDENTITY EFFECTS ON POLITICAL SUPPORT, HELPING INTENTIONS, AND HELPING BEHAVIOUR

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The need for international community support, coupled with a lack of funding for that support, are recurrent features of refugee emergencies, including those from Syria. Thus, this research aims to identify some factors that affect individual helping responses towards refugee emergencies. In doing so, it employs a social identity approach to examine ingroup/outgroup helping towards refugees, by specifically focusing on religious identity. In Study 1 (N = 621), the religion of Syrian refugees was manipulated (i.e. control, Christian, and Muslim). The effects of religious fit between British non-Muslims and Syrian refugees on perceived similarity, political support, helping intentions, and helping behaviour were scrutinised. In Study 2 (N = 337), the predicting role of perceived similarity on political support and helping intentions was explored, in a quasi-experimental design with three different participant groups (British non-Muslims, British Muslims, and Turkish Muslims). Data was collected through

online surveys in both studies. Study 1 showed that Christians were more likely to help Christian Syrian refugees than control and Muslim Syrian refugees whereas for nonbelievers, there was no difference in terms of helping control, Christian, and Muslim Syrian refugees. Study 2 showed that compared to British non-Muslims, Turkish Muslims and British Muslims were more likely to help Syrian refugees and this difference was mainly driven by different levels of perceived similarity. The instability of governmental supports suggests an important role for research examining individual efforts to help Syrian refugees. In the light of this, the results of this research shows that different strategies should be used for different potential helper groups. More specifically, considering the ingroup/outgroup identity of refugees to be helped and improving potential helpers' perception of similarity with refugees could yield more effective outcomes for promoting help and support for refugees.

DOES PARENTAL ALEXITHYMIA PREDICT PARENTAL BURNOUT AND CHILD PSYCHOLOGICAL PROBLEMS?

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Previous studies have found that, 14% of parents may possibly be affected by parental burnout (Raes, 2018), and it may lead to some damaging consequences for the family members (Mikolajczak & Roskam, 2018). There are also some other factors that affect family dynamics negatively, including lack of affective responsiveness (Ryngala, 2006), which was found to be related with parental alexithymia. This study investigated the relationship between parental alexithymia, parental burnout and child psychological problems (internalizing symptoms, externalizing symptoms, anxiety and depression, somatic complaints, and withdrawal). The effect of gender, age, education level and family type were also controlled. Among the participants (145 couples; 290 parents) (Xage= ; Education levels changed 5 to 26 years), 64.8% were from intact families, 7.2% were from extended families, 5.5% were from single-parent families, and 1% was from other types of families. The data were collected through Toronto Alexithymia Scale, Parental Burnout Scale, and Child Behavior Checklist. Linear regression analyses showed

that parental alexithymia predict parental burnout [$R^2= .10$, $F(1, 288)= 32.00$, $\beta= .32$, $p< .001$] and child psychological symptoms [e.g. , for internalizing symptoms $R^2= .06$, $F(1, 288)= 18.77$, $\beta= .25$, $p< .001$]. The results also showed a positive relationship between parents' education level and parental burnout ($r= .14$, $p< .05$); and a negative relationship between parents' education level and child psychological symptoms (e.g., $r= -.26$, $p< .01$). However, child psychological symptoms did not predict parental burnout ($p> .05$). Since parents with alexithymia are unable to identify and explain emotions, parent-child relationship might be affected by this situation, which in turn may affect children's psychological states. Also, because the participants of this study were parents, the results of child psychological symptoms might have been affected by their own perception about their children's psychological states. Although parental alexithymia predicted parental burnout, it is only one of the predictors of parental burnout. Thus, further investigation on the predictors of burnout appears to be important to support families.

THE RELATIONSHIP BETWEEN SUPPORTIVE MESSAGES FOR THE BEREAVED AND THE CONCEPT OF PERSON CENTEREDNESS

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The death of a close person is one of the most universal, highly stressful and often even traumatic life experiences. Despite this irrefutable fact, most people feel helpless and incompetent when they are in the company of somebody who is grieving the loss of a loved one, because they don't know how to act, or what to say. In the recent decades social support in the bereavement process represents an important and newly emerging scientific field of study, focusing on the topic of comforting message research. However, within the framework of Serbian national science surprisingly little empirical work has examined how supportive communication can affect the grieving process. This research is the part of the project „The effects of existential insecurity on individuals and families in Serbia” supported by the Ministry of education, science and technological development of the Republic of Serbia. The main objective of this study was to determine which categories of supportive messages are perceived as most helpful for the bereaved. The second aim of this study was to determine whether the concept of person centeredness of these messages explains their helpfulness. Person

centeredness refers to the extent to which a specific comforting message explicitly acknowledges, elaborates, legitimizes and contextualizes the emotions and perspectives of a grieving person. Supportive messages can exhibit high, moderate or low person centeredness. The participants (301 adults, average age 29.16) assessed the helpfulness of comforting messages for the bereaved, by completing the 77-item Bereaved Support Questionnaire, designed by the authors themselves. These messages were coded for their degree of person centeredness by three independent experts in psychology. The results indicate that supportive messages for the bereaved instantiated five different strategies: Social support, Minimizing feelings, Providing a religious perspective, Complimenting the deceased and normalizing feelings, and Offering practical help. Social support was evaluated as the most helpful strategy, whereas the least positively evaluated strategy includes providing a religious perspective. The person-centered quality of supporting strategies was positively associated with participants' evaluations of the helpfulness of these strategies.

DOES PERCEIVED SOCIAL SUPPORT PREDICTS POST-RELEASE EXPECTATIONS IN CONVICTS?

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The fact that the convicts' post-release plans reduces the re-arrest rates (Dickson, Polaschek, & Casey, 2013) and the perceptions on social support were also related to the crime situation (Naser and La Vigne, 2006; Ullrich and Coid, 2011). In this study, it has been investigated whether the individuals who have been convicted of physical violence (wounding or murder) are predicted by the perceived social support and the level of expectation after release.

The study sample consisted of 414 male convicts (age mean=37.23, SD=10,61 who were sentenced in open and closed prisons in 4 different cities (Turkey). The self-report information form (such as how old when they first committed crimes), Multidimensional Scale of Perceived Social Support, and Upon-Release

Future Expectations Scale were used. Regression analysis was performed to test the predictive levels of perceived social support. Correlation analysis was performed before regression analysis and only significant variables were used as predictors.

Results showed that, perceived social support total score was the only significant predictor of assumptions about future conditions and confidence in coping. There were no significant predictor of perceived risks.

When the findings are evaluated, it is thought that ensuring individual's communication with social resources and perceived social support can affect the post-release expectations positively and reduce the possibility of re-offending.

CLINICAL AND PATHOPSYCHOLOGICAL DIAGNOSIS IN CHILDREN WITH AUTISM, COMORBID HYPERKINETIC DISORDER

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Infantile autism (IA) – F84.02 occupies a key position in the typology of autism spectrum disorders (ASD), which determines the relevance of clinical and pathopsychological diagnosis of IA, comorbid hyperkinetic disorder. The examination of 102 patients with IA with hyperkinetic syndrome (HS) shows visible differences both from healthy peers and from children with ADHD. The depth of autism is determined using the CARS scale. It turned out that in psychosis the total score averaged 37.2 points (lower limit of severe autism), and in remission – the final score was significantly reduced (32.8 points). On the PEP scale, positive dynamics of cognitive functions (on average from 49 to 57.7 points) and autistic manifestations (on average from 16.5 to 22.7 points) was found in patients in the process of habilitation in remission, there was an improvement of cognitive functions in all PEP sub-scales by 15-30%. The exception was the sphere of fine motor skills and visual-motor coordination, which seems to be associated with acquired motor disorders in the form of HS. The severity of autistic manifestations decreased by 20-55%. GS in IA has pathopsychological markers

in the form of cognitive dysontogenesis, as evidenced by the data obtained using pathopsychological techniques (Liper Figures, shape identification, small subject classification, object design, drawing itself). The cognitive development of children with ASD differs from the norm, there is a peculiarity that manifests itself as cognitive dysontogenesis (manifested in a combination of advance, normative and delayed level of development of the cognitive sphere). In the process of pathopsychological examination in children with ASD there are different profiles (types of cognitive dysontogenesis). Each of the selected types of cognitive dysontogenesis corresponds to its level of depth of autism manifestations: (mild and moderate levels for a distorted type of cognitive dysontogenesis; severe level for a deficient type of cognitive dysontogenesis; extremely severe level for a regressive type with an emerging defect of cognitive dysontogenesis). The use of techniques aimed at the evaluation of arbitrary and involuntary attention provides additional data for the diagnosis, differentiation and social functioning of children with ASD and ADHD.

THE INDIVIDUAL AND PSYCHOLOGICAL PECULIARITIES OF THE CADETS OF THE NATIONAL GUARD

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The main mission of cadets' study is the development of the self-regulation, which is the base of the adequate and successful behavior of the military man in extreme conditions. The activity of the military man is characterized by the readiness to independent and responsible actions and strict regulations and orders. These factors influence the development and individual style of self-regulation in a negative way. Self-regulation as an initiation of human activity and control means the individual distinction of self-regulation and the process of its achievement (Morosanova, Osnitskiy, Golubeva) and the necessity of the individual peculiarities in the process of study. During the study of the individual peculiarities of self-regulation (60 cadets of NVI at the age of 19-21) the following methods are used: «The style of self-regulation of behavior» by V.I. Morosanova, the resilience test (D.A. Leont'ev, E.I. Rasskazova), «The hierarchy of values» by G.V. Rezapkina, etc. The cluster analysis defines three groups: with high, medium

and low level of self-regulation, in the sufficient level of self-regulation in total and relatively low levels of reflection. The regression analysis describes the positive influence of such factors as «commitment», «responsibility», «independence», «control» (the resilience test), wealth, family in family relations, the importance of creation, rest and service. Some data are very contradictory and very difficult to interpret, because of the low level of integrity and systematization in the military service and daily routine of the cadets. These data reflect the peculiarities of the cadets who have been analyzed and the specific features of the military profession which is based on the military regulations and orders. They can suppress the individual abilities of the cadets. Our results can be used in the development of programs which train self-regulation of cadets, the individualization of the process of study in the system of military education.

TOLERANCE AND INTERGROUP CONTACT: THE PARADOXICAL EFFECT OF ATTITUDES TOWARD MINORITY MEMBERS

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In this study, we focused mainly on 1) tolerance, 2) positive and negative contact, and 3) attitudes towards the Vietnamese minority. Majority members judged three separate behaviors performed by the Vietnamese Czechs. Tolerance was conceptualized as an acceptance of negatively perceived behavior. Attitudes toward minority members were measured using a feeling thermometer. The main goal was to inspect whether positive and negative contact associates with acceptance of behavior taking into account the evaluation of the behavior. Moreover, we tested whether attitudes toward minority members mediated the link between intergroup contact and acceptance of the behavior. We employed the structural equation modeling using the Czech sample (N = 7,498). Our results

showed that attitudes toward minority members are negatively associated with the tolerance among those who did not perceive the behavior positively. Consequently, the indirect effect of positive contact on the tolerance was negative regardless of how the behavior was perceived. The effect of negative contact on the tolerance was positive among those who perceived the behavior negatively. In the case of one behavior, negative contact was negatively and directly associated with tolerance. Our findings suggest that the direct effect of negative contact on tolerance may be present. However, the indirect effect via attitudes to minority members may be paradoxical because these attitudes were negatively linked with tolerance.

CHRONOTYPE AND BDNF VAL66MET POLYMORPHISM INFLUENCE ON AWAKENING CORTISOL AND TRAIT ANXIETY IN YOUNG ADULTS

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Previous studies yielded conflicting findings on the relationships between chronotype, cortisol and anxiety. Some studies associated eveningness with higher trait anxiety, while others did not. Similarly, higher morningness was associated with higher morning cortisol in some studies but not others. One possible contributor to these conflicting results may be the influence of genetic polymorphisms, such as the brain-derived neurotrophic factor (BDNF) Val66Met polymorphism. This polymorphism was previously linked to differences in sleep characteristics and anxiety-related traits. Met-allele was consistently associated with higher anxiety-like behaviors in animals, although not always replicated in humans. In relation to cortisol response, both Val-allele and Met-allele were associated with increased cortisol reactivity to different paradigms, requiring further investigation. In this study, we investigate for the first time the interaction between chronotype and BDNF Val66Met polymorphism on trait-anxiety and awakening cortisol. We hypothesize that Met-allele carriers with higher eveningness would yield higher trait-anxiety and lower awakening cortisol, while an opposite pattern would be observed in Val-homozygotes. Participants were 237 undergraduates from Bogazici University, Turkey (49% female; Mage = 20.49, SDage =

1.73). Chronotype and trait anxiety were measured by the Morningness-Eveningness Questionnaire and State-Trait Anxiety Inventory, respectively. BDNF Val66Met genotype was determined from salivary DNA and individuals were grouped as Val-homozygotes and Met-carriers. Awakening salivary cortisol was measured across two weekdays. A regression analysis showed a significant chronotype by BDNF genotype interaction only in males ($p < .05$). Met-carrier males with higher eveningness exhibited higher trait anxiety compared to Val-homozygote males. On the other hand, females had higher trait anxiety independent of chronotype or BDNF genotype ($p = .01$). The same interaction was not observed on awakening cortisol. However, we found significant main effects of chronotype and gender (p s $< .05$), such that higher morning cortisol was observed in females and in participants with higher morningness. Our results indicate that Met-carrier males with higher eveningness show higher trait anxiety. On the other hand, higher morningness and being female was associated with higher morning cortisol independent of BDNF genotype. This study is supported by BAP-8249 and TUBITAK-115S532 grants awarded to EAD.

COMPONENTS OF THERAPEUTIC CHANGE: AN EVALUATION IN THE CONTEXT OF COGNITIVE BEHAVIORAL THERAPY

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Understanding the components of therapeutic change is an important way of examining the effectiveness and efficacy of a psychotherapy. An evaluation of therapeutic change components may lead to labor, time, and material loss at the individual and institutional level, which may damage the reliance of psychotherapy specialists and methods. In this framework, we aimed at examining the components of change in the context of CBT. In this review, the research articles, reviews, and meta-analysis that have been published between 1961 and 2016 have been reached. The most frequently addressed components of therapeutic change are the mechanism and mediating factors. The cognitive mechanism in the CBT includes perceptions, interpretations, and explanations of the self, the environment, the experiences and the future of the individual. Changes in attitudes, thoughts, and beliefs mediate the effect of therapeutic interventions on symptoms. The behavioral mechanism encompasses reinforced, customized, or exacerbated behavior of the person with the problem area based on learning theories (Dobson 2009). The behavioral mechanism of CBT contributes to therapeutic

change through behavioral interventions such as, exposure, response prevention, and behavioral activation. In studies comparing cognitive and behavioral interventions in depression shows that cognitive change in depression may not be a mechanism in terms of changes in symptoms. (Longmore and Worrell 2007, Lorenzo-Luaces et al 2015). In the case of generalized anxiety disorder, addition of behavioral techniques such as relaxation exercise and exposure to cognitive techniques have been found to give better results than merely behavioral techniques (Hoyer et al 2009, Siev and Chambless 2007). It is difficult to determine whether these indirect effects are caused by the fact that the symptoms that lead to the decrease are indirect effects or because the symptoms are decreasing. For this reason, it may not always be the best way to compare the therapeutic processes or mechanisms in terms of changes in symptoms. While comparing the changes on the symptoms, it may be useful to make an operational definition of the mechanisms and mediators that are intervened by the approach and to discuss the results in the context of confounding variables.

MILITARY PERSONNEL TOLERANCE TO EXTREMIST IDEOLOGY: PSYCHOLOGICAL ASSESMENT FACTORS

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The extremist activity of nationalist, religious, ethnic and other organizations is considered one of the main risk factors to violation of unity, territorial integrity and social situation in the country. Alongside with the political, social and legal measures of counteraction to extremism psychological researches directed on its inter- and intra-psychological sources determination and assessment play an important role in prevention of extremist actions. We present the results of the author's questionnaire of military personnel tolerance to extremist ideology standardization and approbation. The main objectives of the research were: (a) to analyze the diagnostic approaches and methods of evaluation of individual susceptibility to extremist ideology, (b) to approve the author's questionnaire on a military personnel sample, (c) to make the statistical assessment of the questionnaire's diagnostic opportunities in comparison with other standardized tests. The sample included 60 military men (18-27 years old): 48 were on call-up duty, and 12 served under the contract. The diagnostic tools included: the author's questionnaire "Tolerance Assessment to Extremist Ideology Manifestations", "Scale of Social Distance" (by E. Bogardus); "Scale of Fascism" (by T. Adorno, E. Frenkel-Brunswick, D.

Levinson, R. Sanford); "Predisposition to Prejudice Measuring" (by G. Allport, B. Kramer); the questionnaire "Types of ethnic identity" (by G.U. Soldatova, S.V. Ryzhova) and expert evaluation. To process the empirical data we used frequency, correlation and factor analyses. Through comparing the results of tests and expert evaluation, some statistically significant indicators of military personnel tolerance to extremist ideology were established. The individual propensity to the ideology of extremism might be assessed by means of such diagnostic parameters as "social distance", "conservatism", "authoritarian subordination", "aggression", "destructiveness and cynicism", "exaggeration of the importance of force" etc. As a result of factor analysis, four psychological factors of military personnel tolerance to extremist ideology, such as, "Intolerance", "Extremist ideology commitment", "Negative ethnic attitudes" and "Intolerant beliefs" were defined. They determined 84.8% of general dispersion of inter-correlation matrix. The study confirmed the diagnostic capabilities of the questionnaire "Tolerance Assessment to Extremist Ideology Manifestations" and permitted to define the general factors and special indicators of military personnel sensibility to extremist ideology.

IMAGE OF THE WORLD CHARACTERISTICS AS PROFESSIONAL ACTIVITY DETERMINANTS IN MUSICAL SPECIALISTS

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Nowadays the sphere of musical professions is a combination of typical and novel activities. The new ones emerged with the development of social representations and technical capabilities [1]. The aim of the research was finding key characteristics of music sphere representatives' image of the world, which may detect differences between workers within the cognate professions [2]. Psychosemantic method was used to assess climate attitude to professional activity. A shortened version of the questionnaire "Job diagnostic survey" (JDS) was used. And then respondents evaluated the professions of "musician" and "sound engineer" by using the new modification of the semantic differential "My Work". Two different types of musical workers were chosen as participants: audio engineers (n=38), musicians (n=42). Also a group of non-musicians (n=42) was invited. In total, 122 professionals participated in the research. Mann-Whitney test and factor analysis were used. The results obtained demonstrated similar representations of the world in different groups. Factor analysis of semantic differential scales (74% of the variance) detected the availability of

the same factor for two professional groups during the assessment of their own activities ("subjective acceptance"). However, there were specific intergroup differences in the assessment of their own and others' professions. Discrepancies in semantic profiles in the image of professional activity unobserved aspects related to the dynamics of the work process (with a $p < 0,04$ and higher) and its significance (a $p < 0,03$ and higher) was revealed for all groups. The JDS demonstrated a significant difference ($z = -2.825$, $p < 0.006$) on the "Significance" scale between musicians and sound engineers. Sound engineers evaluated their work more meaningfully, which is presumably associated with the content of the work. The obtained data allowed us to specify an understanding of the connection between the image of the world and professional activity and to reveal its psychosemantic features. References: 1. Sofronov F.M. (2014). Russian music of the two recent decades. The Journal of Russian Society for Theory of Music. №, 7, 2. Leontiev, A.N. (1983). Image of the world. *Izbrannye psihologicheskie proizvedeniya*, 2, 251-262.

PERCEPTION OF DESTINY IN TURKEY: AN INVESTIGATION THROUGH THE PSYCHOLOGY AND SOCIOLOGY DISCIPLINES

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The perception of destiny is an important topic that deeply affects people's psychological processes, and this effect is even much higher for people living in Turkey. As the significant novelty and contribution, the current study aims to examine a form of destiny –named "kısmet" in Turkish- through the integration of psychology and sociology disciplines. In detail, within the framework of cultural psychology, social psychology and Weberian sociological conceptualizations, we analyzed the perception of destiny (i.e., "kısmet") in daily life in Turkey. The total number of 100 undergraduates at an Anatolian university (M_age = 22.24, S_age = 2.90) participated in this study. Participants were asked to respond questions related with "kısmet" through a paper-pencil study, and then the collected data were analyzed through the thematic analysis. The general findings revealed that destiny (i.e. "kısmet") is a central issue in Turkey. Specifically, i) it reflects the cultural characteristics of collectivistic culture such as low independence, connectedness and harmony,

ii) it fulfills many psychological needs such as security, control, reduction of ambiguity, reduction of cognitive burden, construction of meaning and psychological relief, iii) it is directly related with social psychological mechanisms such as self regulation, external attribution, locus of control, and system justification, iv) it is related with Weberian sociological social action theory (i.e., traditional actions), and v) it is highly related with religion. In addition, it was also found that the perception of destiny shows similarities with another cultural concept and destiny-related concept named evil eye (i.e., "nazar" in Turkish) in Turkey (Elgin & Gezici-Yalcin, 2017). The findings are also discussed within the framework of honor culture literature in general (Nisbett & Cohen, 1996) and the honor culture literature in Turkey (Elgin, 2013; Uskul & Cross, 2018). Finally, the future studies and the possible benefits of integrating psychology and sociology in examining social and cultural psychological topics are discussed.

COMPARING THE CONSOLIDATION OF EMOTIONAL VS. NEUTRAL WORDS BASED ON RETENTION INTERVALS, INTERFERENCE AND LIST TYPE

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Consolidation of information in memory is a process that depends on time. Previous research have suggested that emotional stimuli are consolidated better because they are more resistant to interference tasks throughout the consolidation process. In the current study, we conducted two experiments in order to determine possible factors that might affect this consolidation difference between emotional and neutral stimuli. Experiment 1 tested the effects of different retention intervals, and presence or absence of an interference task on the consolidation of emotional and neutral stimuli. One hundred-twenty participants first studied 30 highly-arousing and 30 neutral words. Immediately after encoding, half of the participants were given a nonverbal interference task, while the other half were sent out from the laboratory to later come back for the recognition memory test. Retention interval between encoding and recognition test was manipulated between-subjects as either 10, 30, or 60 minutes depending on their assigned conditions. Recognition test included previously-studied 60 words mixed with 60 new words (30 highly-arousing, 30 neutral). For each test word,

participants were asked to make an old-new judgment on a confidence rating scale. Based on ROC analysis, results showed that liberal response bias effect of emotion was found in all conditions as expected. Furthermore, there was a significant three-way interaction between emotion, time interval and interference on memory accuracy. That is, in the absence of the interference task, participants were more sensitive to neutral stimuli than highly-arousing stimuli at 10 min. interval. Also, in the presence of the interference task, participants were more sensitive to neutral stimuli than highly-arousing stimuli at 30 min. interval. In contrast to our hypothesis, neutral words were consolidated better than highly-arousing words. One possible reason for better consolidation of neutral words could be presentation of mixed lists in Experiment 1, which might have led to carry-over effect of emotion. Thus, Experiment 2 is designed as a follow-up to replicate the first experiment and test this possible explanation with pure lists including only highly-arousing or only neutral words. Results from two experiments will be discussed in light of previous literature on emotional memory consolidation.

COGNITIVE REFLECTION AND IRRATIONAL HEALTH BELIEFS

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Irrational health beliefs (IHB), defined as a person's tendency to process health-related information in a distorted manner, have been repeatedly found to be associated with lack of medical adherence. However, little is known about the underlying cognitive processes behind IHB, or how IHB are related to other types of cognitive distortions. Therefore, the aim of this study was to assess the relationship between IHB and cognitive reflection, i.e., the ability to suppress incorrect intuitive responses and engage in further reflection to find correct answers. Data were collected online in Slovakia in 2018 among university students (N = 100; 76% women; average age 22.9 years; SD 2.8 years). Cognitive reflection was measured by the extended version of Cognitive Reflection Test (CRT7), consisting of seven brief performance

tasks. Additionally, previous exposure to CRT7 and its predecessor was measured as a control variable. IHB were assessed by Irrational Health Belief Scale, a self-report measure. It consists of 20 vignettes describing appraisals of specific health situations and experiences, and a subsequent hypothetical rationalisation of unhealthy behaviour. The relationship was assessed using a linear regression model. A weak negative relationship between IHB and cognitive reflection was found, but it did not reach the .05 level of statistical significance ($\beta = -.19$; $p = .087$). IHB and lack of cognitive reflection, as assessed by their respective most frequently used measures, seem to constitute two very distinct types of cognitive failure. However, more research is needed on bigger samples and in various cultural settings to confirm our findings.

EFFECTS OF SURVIVAL PROCESSING AND JEALOUSY PROCESSING ON MEMORY

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Several studies show that memory performance is enhanced when the material is processed in terms of its survival relevance (Nairne, Thompson, & Pandeirada, 2007). However, the effects of studying to-be-remembered material in other fitness related domains (e.g., jealousy processing) has generally been neglected. To date, no studies attempted to examine the effects of jealousy processing in respect to sexual and emotional infidelity on memory of concrete nouns in as much threatful scenario as the survival scenario. The present study investigated recall and recognition memory of neutral concrete nouns which were encoded in either survival, emotional jealousy, sexual jealousy, or pleasantness (control) conditions in different groups of participants. All groups of participants studied the same words by processing them in different scenarios. In the study phase, participants in the pleasantness group rated the pleasantness of each word, while those in the survival group studied words by evaluating how relevant each word was for their survival in an imaginary grassland of a foreign land. In the two jealousy groups, participants

studied words while evaluating how relevant each word was for detecting the partners' potential sexual or emotional infidelity, depending on their particular conditions. In order to assure that the amount of threat in the jealousy scenarios is comparable to that of the survival scenario, the sexual/emotional jealousy scenarios included three sexual/emotional infidelity cues which were previously shown to activate jealousy mechanisms (Schützwohl, 2005). After study phase, participants first engaged in a free recall task, and then they made old/new recognition judgments on a confidence rating scale. For each group, accuracy and response bias parameters were estimated via ROC analyses. Participants in the survival processing and jealousy processing conditions are expected to have higher memory accuracy compared to those in the control group. Preliminary results suggested that there is an advantage of fitness-related processing in memory accuracy. The results will be discussed in evolutionary perspective, particularly in relation to the beneficial effects of fitness-relevant processing on memory.

PSYCHOLOGICAL FACILITATION OF HALL RESIDENCE STUDENTS

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An increasing level of students' academic mobility in modern education is accompanied by an increased number of students coming not only from nearby cities and regions but also from other countries. This mobility determines the difficulties of hall residence students' adaptation. Hall residence students struggle with difficulties of new educational forms (new forms of control, requirements, methods of education), they also have to adapt to new living conditions. Problems could be characterized by lack of independence skills, cross-cultural competencies, skills to distribute and plan personal time, inability to organize life in a residence hall. In order to determine the factors hindering the satisfaction of students' basic needs, as well as identifying resources aimed at improving living conditions in the student residence hall, a phased work of psychological facilitation was organized. At the diagnostic stage, factors hindering the satisfaction of the students' basic needs were determined. 133 hall residence students of Perm State National Research University took part in the research, among them 35 men and 98 women. The method of free description was used in accordance with the approach of D. Walker, F. Reicheld. An author fact-finding

questionnaire was developed for this study. The questionnaire is based on the A.V. Lyubin approach, aimed at exploring living conditions in the residence hall; the theory of conflict causes and its' dynamic among students by E.N. Pogodina. Analysis of the data showed that students note the factors of space organization in common areas, the reparation and furniture renovation needs as a problem area. Accession mode, conflict in relations with the administration, the lack of feedback mechanisms, and the absence of personal space serve as an acute problem for students. The next stage was the development of a psychological facilitation program. It was shown that assistance in a higher education can be implemented in two main areas: the provision of systematic, unspecialized psychological assistance provided by various officials for the purpose of prevention; provision of specialized psychological assistance directly by psychologists. The provision of specialized psychological assistance is implemented through the main activities of the psychologist: diagnostics, psychological counseling, psycho-correction, psychological enlightenment.

DYNAMICS OF ATTITUDE TO BRIBERY AS A FORM OF GRASSROOTS CORRUPTION AMONG URBAN STUDYING AND WORKING YOUTHS

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This study was prompted by a social request which consists in the necessity to consolidate society in the fight against corruption, as well by people's tolerance to widespread lower forms of corruption, which is now registered by scientists. The main concern is young people who already in the process of education and mastering activities form their attitudes to bribery. The contents of such attitudes can influence their standards of behavior in various spheres of life and determine future of the country. Based on the V.N. Myasishchev's views on the structure of personality's psychological attitudes, as well as on the developed by us ideas about the value-semantic personality's attitudes, we have conducted research aimed at establishing the contents of the types of value-semantic attitudes to bribery among urban studying and working youths. Subject of the research: psychological attitudes to bribery among 126 schoolchildren, 107 college students, 120 university students and 102 working young people. Cross-sectional method, testing, the survey (the author's questionnaire making it possible to evaluate the contents of each component of attitude to bribery), the content analysis; statistical methods

were used. Results showed types of attitudes to bribery as an Unlawful act, as a Business commercial transaction, as Immoral behavior have been established among schoolchildren and college students; the types of attitudes to bribery as Instrumental value; as a Business commercial transaction have been established among students and working respondents. The contents of cognitive (bribe definition and functions), conative (causes of giving and receiving bribes), and emotionally evaluative (feelings of respondents about bribery; evaluation of influence of bribe on the country, social groups, people; preventive measures) components have been disclosed for each type of attitude. In the interval "school-college-university-professional activity" evolution of types of attitudes to bribery among studying and working youths has been established. From the school educational stage to real professional activity stage the attitude to bribery as an immoral behavior is being reduced, the attitude to bribery as an instrumental value tends to prevail, and the attitude to bribery as a Business commercial transaction remains unchanged.

TIMING OF TONALITY AND PROGRESSION: ANTICIPATION-RELATED AROUSAL AND MINOR TONALITY SPEEDS UP SUBJECTIVE TIME

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Accurate perception of time in the supra-second range underlies most cognitive functions such as decision-making, foraging and motor preparation. Prominent information-processing models of interval timing propose a pacemaker-accumulator model of temporal perception, which can successfully account for the sense of the passage of time within both sub-second and supra-second ranges. These computational models also allow for the modifiability of the pacemaker rate in relation to external (e.g. properties of the stimulus being timed) as well as internal (e.g. the emotional/cognitive state of the timing agent) variables; a phenomenon which has been consistently demonstrated, albeit with no clear description of the underlying mechanistic dynamics. In this study, we have attempted to elucidate the relationship between rhythm-based anticipation, chord tonality and time perception. In three complementary experiments, participants judged the duration between two tones as "short" or "long" (1.4 v 3.4 secs in Exp 1 & 2; 2.1 v 5.1 secs in Exp 3), with a third tone presented at varying points in between

the first and the last tone. In experiments 1 and 2, this tone triad also formed a minor or minor chord (in the form of an upwards arpeggio), whereas in experiment 3, all tones of the triad were of identical notes. We hypothesized that the earlier the second tone is presented in a note sequence (i.e. closer to the first tone), the longer the interval between the first and the third note will be judged to be, possibly due to increased pacemaker rate caused by the arousal in anticipation of the final note; an effect which should be parametrically indexed by the temporal location of the second tone. Additionally, based on previous research demonstrating the relationship between negative emotions and lengthened subjective time, we hypothesized that the minor triads would be perceived to last longer than major ones in Experiments 1 & 2. Both of our hypotheses were confirmed, providing further support for the modifiable internal-clock hypothesis, whilst specifying the stimulus conditions under which the "clock" in our brain can be sped up or slowed down with tonality and anticipation.

NEUROPSYCHOLOGICAL SYNDROMES IN CHILDREN WITH VARIOUS DISORDERS OF MENTAL DEVELOPMENT

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In recent decades, the number of children with various developmental disorders has increased significantly. The neuropsychological syndromic analysis allows revealing the mechanisms of deviating mental ontogenesis and developing effective corrective methods. The purpose of this study was to identify the main neuropsychological syndromes that are characteristic of various types of mental developmental disorders. Our research involved 30 children 5-10 years old with autism spectrum disorder (ASD), 60 children 6-10 years old with attention deficit hyperactivity disorder (ADHD), 50 children 6-10 years old with focal epilepsy, and 50 children 4-8 years old with a delay of mental development of cerebral organic genesis. We used neuropsychological Luria tests that have been adapted for children, conducted an interview of parents and teachers about the peculiarities of children's behavior, and analyzed electroencephalogram reports. The neuropsychological syndrome in children with ASD included a severe insufficiency of the functions of the left hemisphere, almost preserved functions of the right hemisphere against the background of insufficiently

developed inter-hemispheric interaction and dysfunctions of the subcortical structures of the brain. Children with ADHD were divided into three groups. Group 1: children with primary dysfunctions of subcortical brain structures and secondary impairment of the functional development of the prefrontal areas (70%). Group 2: children with dysfunctions of subcortical structures of the brain and impaired functional development of the basal regions of the frontal lobes (20%). Group 3: children with primary functional insufficiency of the prefrontal cortex (10%). All children with delayed mental development had dysfunction of subcortical structures, which in the majority of children (78%) was combined with a delay in the formation of functions of the frontal lobes. Also, the failure of the left lower parietal area of the cortex (54%), and left temporal regions (60%) was most often observed. Dysfunctions of the subcortical-stem structures of the brain were also found in all children with focal epilepsy. Neuropsychological research has always revealed a deficiency or a severe delay in the development of the functions of that part of the cerebral cortex that was associated with the epileptic focus.

THE STRUCTURE OF HAPPINESS REPRESENTATION IN AMERICAN AND RUSSIAN CULTURE (BASED ON A STUDENT SAMPLE)

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The aspects of positive personality functioning, subjective well-being and happiness become of particular interest in modern psychology. Last researches reveal significant differences in the indicators of happiness and life satisfaction among representatives of different cultures, but this comparison is carried out in the context of a quantitative approach. In such methodological approach, the boundaries between the structural elements of happiness and its prerequisites, the influencing factors are blurred, which creates obstacles to the delineation of this concept and the analysis of its internal structure in connection with a culture. In this regard, it seems relevant to study the representation of the state of happiness in connection with a culture, in particular, in American and Russian ones. In order to explore the representation of the happiness' state in Russian and American culture, to identify invariable and variable components in the structure of representation an empirical study was conducted. The study involved 76 Russian students from Perm State National Research University and 50 American students from Lyndon State College and Delta State University. The method of retrospective

self-report was used in the research. Respondents were asked to recall the situation when they felt happy and to describe it. All the stories were recorded on video with the permission of the participants, and then verbal and non-verbal characteristics of the representation were analyzed on the basis of video interviews. At the next stage, the content analysis and K. Muller method of gestural units' analysis were used for verbal and nonverbal components of representation. Statistical data analysis was based on the application of the Fisher φ -angular transform coefficient, the φ correlation coefficient, and cluster analysis. Three multimodal clusters were identified. It was shown that the structure includes verbal and non-verbal characteristics of happiness' representation, individual characteristics (gender, age). According to the results of the research, these clusters are invariant and are manifested in the representation of the state of happiness, regardless of culture. Invariable and variable components in the structure of representation of happiness' state at verbal and non-verbal levels in Russian and American culture were identified.

COMPARING THE ATTITUDES TOWARDS PSYCHOLOGICAL HELP SEEKING BETWEEN PSYCHOLOGY STUDENTS AND GENERAL TURKISH SAMPLE

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Sometimes individuals may find it difficult to cope with their problems and need professional help. However Turkey Mental Health Profile Report (Erol, Kılıç, Ulusoy, Keçeci and Şimşek, 1998) and another studies (Andrews, Issakidis and Carter, 2001; Arslantaş, Dereboy, Aştı and Pektekin, 2011) show that the rate of seeking psychological help from a mental health professional is low. The fact that individuals do not seek psychological help for their serious problems which can lead to more seriousness of the individual's problem and may increase the burden of illness. Turkey National Burden of Disease Report (2004) shows that mental disorder is ranked second disease burden. Besides, the attitudes of the individual are affected by the environment therefore cultural framework is important to understand attitudes towards psychological help seeking. It is considered that understanding the variables affecting the attitudes of the individual to receive help is important for interventions that increase the attitudes of individuals to seek psychological help. It was aimed to examine the attitudes toward psychological help seeking among Turkish people. For this reason in addition to attitudes toward psychological help seeking variable related psychological variables, cultural values, social stigma, self-stigma, self-concealment, psychological distress and demographic variables were included in the study. The second purpose of this study is to comparing attitudes of the two Turkish samples,

psychology students and general sample, regarding the attitudes towards psychological help seeking. Demographic Information Form, The Scale of Attitudes Toward Seeking Psychological Help-Shortened, Social Stigma Scale for Receiving Psychological Help, Multi-Dimensional Social Values Scale (family value, religion value, traditional value), Self-Stigma of Seeking Psychological Help Scale, Self-Concealment Scale and Brief Symptom Inventory were used as the data collection instrument in the study. T-Test, analysis of variance and regression analyses will be used for the analysis of the data. The results will be discussed within the scope of literature. Andrews, G., Issakidis, C., & Carter, G. (2001). Shortfall in mental health service utilisation. *The British Journal of Psychiatry*, 179(5), 417-425. Arslantaş, H., Dereboy, İ. F., Aştı, N., & Pektekin, Ç. (2011). Yetişkinlerde profesyonel psikolojik yardım arama tutumu ve bunu etkileyen faktörler. *ADÜ Tıp Fakültesi Dergisi*, 12(1), 17 – 23. Erol, N., Kılıç, C., Ulusoy, M., Keçeci, M. & Şimşek, Z. (1998). Türkiye Ruh Sağlığı Profili Raporu [Turkey Mental Health Profile Report]. T.C.Sağlık Bakanlığı, Ankara. Ulusal Hastalık Yüğü Final Raporu [National Burden of Disease Report]. (2004). Ulusal Hastalık Yüğü ve Maliyet Etkililik Projesi, Başkent Üniversitesi. Sağlık Bakanlığı Refik Saydam Hıfzısıhha Merkezi Başkanlığı, Hıfzısıhha Merkezi Müdürlüğü. http://www.toraks.org.tr/userfiles/file/ulusal_has_talik_yuku_hastalikyukuTR.pdf

VANDAL BEHAVIOR OF RESIDENTS IN THE MEGALOPOLIS: ECONOMIC, INFRASTRUCTURAL, PERSONAL PREDICTORS. PREVENTION OPTIONS

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The future of social psychology in large-scale studies of residence places. The study causes of the urban residents behavior as a result of their manifest the non-verbalized voices for closest environment, themselves and the state. The purpose of the study is to determine the basics of vandal behavior in urban space. The study of the reactions of young people to megacities in the study of species associated with nature and the microenvironment in order to ensure the possibility of protection. Because vandal activity damages both the environment and the individual. The destruction of the personality of both the residents-spectators of vandalism and vandals takes place. Mustafa E., 2017, Kruzhkova O.V., 2018 and other authors point to a significant emotional component. The research design was carried out in a megalopolis in the center of Russia in Ekaterinburg city, more than 6,000 photos of vandal acts were taken, cartography was done. Young people were surveyed on the quality of life in the city (N = 1503). The methods of statistical and econometric analysis processed the data of

field research. The index method showed that the influence of environmental comfort to vandal activity in the city. Conversely, the presence of vandal acts in the territory of residence leads to the assessment of the territory as unfavorable, undesirable for living. The method of chain substitutions showed that the presence of modern infrastructure and the possibilities of organized leisure reduce the vandal activity of citizens. Correlation analysis also showed some influence of the "freedom" factor on vandal activity. A deterministic four-factor model of predictors of vandal behavior was obtained. Also, vandal activity reduces the quality of life of the population and is important when choosing a place of residence. The level of vandal activity in further studies is interesting to correlate with the cost of the actor's resources spent on the vandal act. Municipal authorities, in addition to solving the problem of "broken window theory" – quick elimination of consequences, it is also important to pay attention to the organization of leisure activities for citizens.

THE ROLE OF CLIMATE CHANGE DENIAL IN THE PRO-ENVIRONMENTAL COLLECTIVE ACTION MODEL

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Although climate change has been scientifically proven, this fact is continued to be rejected and preventive actions are not enough. In the present study, the role of climate change denial as a legitimization mechanism on pro-environmental collective action was investigated by modifying the model proposed by the collective action researchers (e.g., van Zomeren, Saguy, & Schellhaas, 2012). Because, we observe that despite climate changes, only a small amount of people initiates campaigns and protests against this. Therefore, we assumed that when people deny climate change, they would not feel the responsibility to eradicate that, and consequently, the climate change denial would decrease the efficacy perceptions. Then, we assumed that the extent to participate in pro-environmentalist collective actions would increase when identification with environmentalists increase. Thus, a two-staged mediation model was developed. The study included 275 Turkish participants (Female = 194; Male =81) aged between 18 and 78 years (Mage = 28.57; SD = 10.36). The participants were asked to complete the scales of Environmentalist Identity and Pro-

environmental Collective Action adapted from Gezici Yalçın, Uluğ, and Çakal (2017). In addition, the scales of Individual/Participative-Group Efficacy adapted from van Zomeren et al. (2012) and Climate Change Denial (Häkkinen & Akrami, 2014) were applied online. Path analysis was run by AMOS 23 (IBM, 2015). According to fit indices, the hypothesized model fit in the data well ($\chi^2 = 2.819$, $df = 1$, $p = .093$; $CMIN/DF = 2.82$, $GFI = .99$, $CFI = .99$, $RMSEA = .08$, $SRMR = .008$). Results indicated that climate change denial predicted group efficacy ($\beta = -.19$, $p < .01$), but not individual/participative efficacy. Whereas group efficacy beliefs predicted pro-environmentalist collective action via environmentalist identity, individual/participative efficacy beliefs had indirect (via environmentalist identity) and direct effect ($\beta = .17$, $p < .01$) on pro-environmentalist collective action (both participation in protests and in petition campaigns). The results concur with the findings of van Zomeren et al. (2012) that believing in "making difference" to collective efforts is a unique predictor of pro-environmentalist collective action.

LONGITUDINAL STUDYING OF COGNITIVE DEFICITS IN CHILDREN AND ADOLESCENTS WITH SCHIZOPHRENIA SPECTRUM DISORDERS

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There are evidences of cognitive impairment in adult patients associated with schizophrenia onset and observed later in their lives. Studies of dynamics of cognitive deficits in children and adolescents with early onset schizophrenia are rare. The aim of present study is to longitudinally assess dynamics of cognitive deficit in children and adolescents. Cognitive deficits of 24 patients (14 males, mean age 12.1 ± 1.9 years on baseline) with schizophrenia spectrum disorders (childhood onset schizophrenia, schizotypal disorder, and undifferentiated schizophrenia) were assessed twice with average interval 1.5 years (from 0.3 to 3.7 years). Pathopsychological methods were used to assess cognitive functions (memorizing, attention and conventionality of thinking) then transformed to parameters of cognitive deficits (with z-transformation comparing the healthy peer's values). Parameters of cognitive deficits (z-values) were combined into several types of cognitive development (Zvereva, Khromov, 2014): severe deficit, mild deficit, normal, distorted and surpassed. Patients maintained stable levels of cognitive deficits during follow-up period. Majority of the patients with severe deficit at baseline kept severe deficit in follow-up (82%),

only two of them improved their parameters (mild deficit and normal). Patients with mild deficit at baseline demonstrated multidirectional dynamics: 4 patients (57%) improved to normal or surpassed, others remained their level or impaired to severe deficit. Patients with normal cognitive development at baseline remained that cognitive type (67%) or impaired into mild deficit (33%). In overall 38% of patients retained severe deficit. Paired comparison didn't show significant changes in average level of cognitive deficit over time in neither parameter nor any linkage of deficit level with duration of follow-up was found. Despite the complexity of interaction between continuing cognitive development and psychopathology process in children and adolescents with schizophrenia disorders one might expect cognitive impairing in the course of time. Our findings suggest two possible interpretations: 1) patients with severe cognitive impairment retain stable deficiency over time; 2) patients with mild or partial cognitive deficit have better prognosis but the trajectory of their development needs more detailed investigation taking into account such factors as sex, age of illness onset, diagnosis progression, psychopathological syndrome etc.

EXAMINATION OF THE RELATIONSHIP BETWEEN THE VEHICLE SEGMENT USED AND HUMAN FACTORS IN DRIVING

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Road traffic accidents are important health problems globally and each year approximately 1.3 million people lose their lives and 50 million people get severely injured on the world's roads as a result of traffic accidents (WHO,2015). A growing body of the literature investigates accident related under three categories of human, vehicle, and environment (Shinar, 2007). Although there are many studies that investigated the relationship with between human, vehicle and environmental factors and accident causation separately, there is little known about how those broad categories could interact with each other in relation to accident causation. Therefore, the purpose of this study is to focus on a vehicle-related factor as being related to human factors in driving. It is known that the capacity of a vehicle (size, weight or motor power of a vehicle) influences drivers' choices to make violations and/or errors in traffic or more specifically to behave aggressively during the drive. Therefore, more specifically, this study aims to investigate how vehicle segment is related to driver behaviors and driver skills. The current study was conducted with 183 drivers

between the ages of 20 and 62. A web-based questionnaire containing a demographic information form, the DBQ (Driver Behavior Questionnaire) – (Reason et al., 1990), and the DSI (Driver Skill Inventory) – (Lajunen & Summala, 1995) were distributed to the participants via e-mail and social media. Bivariate correlation analysis was conducted in order to test the correlations between variables. Correlation analysis showed that only Perceptual Motor Skills and Vehicle Segments were positively correlated. Further research with ANOVA also showed that there is a statistically significant difference between Perceptual Motor Skills and Vehicle Segments and it is found that drivers who prefer higher vehicle segments show more Perceptual Motor Skills than other drivers. The predicted results in relation to driver skills especially perceptual motor skills and vehicle segment selection could support the idea that how vehicle-related factors interact with human-related factors, on the other hand, the relationship between aberrant driver behaviors and vehicle segments could not be found.

THE EFFECTS OF OCCUPATIONAL GENDER STEREOTYPE AND POSITIVE/NEGATIVE INFORMATION ON PERCEIVED OCCUPATIONAL COMPETENCY

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The occupational gender stereotype is the extension of the stereotype of gender roles (such as female nurse, male truck drivers, the male outside and female owners, etc.), and is generated by occupational types. Most descriptions of careers are derived from personal impression, evaluation and image of the careers. For example, the statement "child caregivers should be careful and warm" is a positive information description. On the other hand, if the statement is that "child caregivers are impatient and careless," which is negative information description. This study wanted to understand whether the consistency and inconsistency of occupational gender stereotypes would affect the suitability of occupational stereotypes and social gender perceptions. Conversely, if the negative message description is added, whether it would enhance the effect of its professional fitness. There were 520 participants included in this study (including 188 male participants and 331 female participants). The study was a 2

(Occupational gender stereotype: consistency and inconsistency) X 2 (target object personality traits: positive, positive plus a negative) X 2 (Contextual gender: male, female) experimental design. The results showed that positive traits had a significant effect when occupational gender stereotypes were inconsistent, such as when child caregivers were male (gender stereotypes were inconsistent) and were careful and patient (positive trait messages), which were more acceptable when judged to be suitable for the career of child caregivers. The study found that inconsistent occupational stereotypes (i.e., the child caregivers were male), the targets were considered to be more suitable for the profession, which was not the same as the general social cognition. Perhaps the current study measures were filling of the surface attitude (explicit attitude), in view of this finding can further explore the differences of the impact on explicit attitude and implicit attitude.

THE EXPERIENCE OF CAREGIVER BURDEN IN WIVES AND DAUGHTERS OF INDIVIDUALS WITH ALZHEIMER'S DISEASE

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This study compared psychological response profiles of wives versus adult daughters caring for a person with Alzheimer's disease (AD). Caregiving is an area of research that has inspired both scholarly research and health care practitioners. Investigating caregiver burden has very important practical implications. Although the detrimental effects of caregiver burden on psychological and physical well-being are well-documented, there have been inconsistent findings regarding psychological response to caregiving depending on whether a primary caregiver is a wife or a daughter. More research is needed to investigate the differences between wives and daughters and give a comprehensive portrait of a caregiver. We analyzed data from a sample of 60 caregivers (adult-daughter, $n = 25$ and spouse caregivers, $n = 25$). We conducted semi-structured interviews in order to gain insight

into the caregiving experience. Participants were also asked to complete the Alzheimer's Knowledge Scale, Beck Depression Inventory, and the Burden Scale for Family Caregivers. The results revealed interesting contrasts between wives and daughters. Spousal caregivers reported spending significantly more hours per week providing care than daughters. Educational attainment was negatively correlated with knowledge about Alzheimer's disease ($r = -.299, p < .05$). Daughters reported greater levels of depression and less satisfaction from providing care in comparison to wives. The burden of providing care has different effects on physical and mental health of caregivers of individuals with AD. Both, qualitative and quantitative results from this study offer important insights into the caregiving experience for both psychologist and other healthcare professionals.

THE BRIEF ASSESSMENT OF COGNITION IN AFFECTIVE DISORDER BATTERY AS A DIAGNOSTIC TOOL OF COGNITIVE DEFICITS IN ALCOHOL ADDICTS

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Multiple studies show cognitive deficits in alcohol addicts and its relation to vulnerability to relapse and to treatment outcomes. However, there is no unique and commonly used method of cognitive assessment in alcohol addicts that may be partially explained by existing contradiction in leading cognitive deficits in alcohol addicts. Authors distinguish 3 main hypotheses of cognitive dysfunction in alcohol use disorder: frontal lobe hypothesis, laterality hypothesis, hypothesis of diffuse brain dysfunction. The study aimed to evaluate usability of the Brief Assessment of Cognition in Affective disorder Scale (BAC-A) in the revealing of different cognitive deficits in alcohol addicts. We administrated the BAC-A to 118 detoxified patients (32 female, mean age 42,19(8,7) M(σ)) diagnosed with alcohol use disorder. The obtained data were compared with normative values by using t-test. The presence of cognitive domains and its relation to clinical parameters were evaluated by using Structural Equation Modeling. Compared with normative values, alcohol addicts were impaired on all subtests ($p < 0,001$) excluding affective interference test (total neutral and emotional worlds) and emotional Stroop test (reading). The best fitted

model of cognitive functions included parameters: decision making (Tower of London task), working memory (digit sequencing task), global cognition (factor including resting subtests). Decision making and working memory parameters influenced global cognition in the case (RMSEA=0,055). The model revealing the relation between cognitive and clinical parameters included global cognition, working memory, heredity (presence of family history of alcohol-related problem) and duration of alcohol addiction. Heredity and duration of the disease parameters influenced on global cognition, and this connection was mediated by working memory parameter (RMSEA=0,000). The BAC-A use in alcohol addicts: 1) reveals existence of cognitive deficits in alcohol addicts; 2) shows appropriate structure of cognitive dysfunction in AUD with prevailing of control functions. Thus, the BAC-A use enables the evaluation of functions corresponding to frontal lobe and diffuse brain hypotheses. However, the BAC-A do not include visuospatial task, which prevents the assessment of laterality hypothesis's functions. In the same time the data confirming the laterality hypothesis are contradictory, which can partially compensate the incompleteness of BAC-A.

PSYCHOLOGICAL PECULIARITIES OF BILINGUALISM

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The present study explores psychological characteristics of bi- or trilingual people that differ from those of the monolingual people based on the level of prominence and usage of foreign language (-s) in their various psychological spheres. The experiment was conducted, aimed at finding out which language the test subjects use in each of their psychological spheres and measuring the psychological variables, connected to the spheres in question. We utilized the plethora of tests of H. Eysenck, A. A. Alexeyev, L. A. Gromova, the Thomas-Kilman test, and the Big Five test. In this study, we compared two experimental groups of bilingual students with the monolingual control group. The first bilingual group was overseas students studying in Russia; the second group of subjects was Russian bilingual students. All subjects participated in two working memory tasks (verbal, visuospatial), and two attention tasks (selective attention, interference suppression). The psychological characteristics of bi- and trilingual people seem to differ, based upon the level of proficiency in a

language, and the level of importance it occupies in a person's life. To emphasize, language can be used in cognitive, emotive, and social spheres, meaning that one can use language to perform cognitive tasks, to reach emotional states or to communicate with others. When first learning a new language, we have to actively ignore our easily accessible native language words while struggling to express our thoughts in a novel language. The problem of bilingualism is especially relevant in modern society, bent on globalism, expansion, and international communications. The current research explains the idea of bi- or trilingualism and psycholinguistics, i.e. the way the logic and mentality of speakers of one language or another differ from those of the others. The results of the proposed research can be used into both creating a proper working space for bi- or trilingual people, able to make full use of their abilities and talents, and also create teaching programs for people in a way that wouldn't strain them or make them stop learning the language.

EVALUATING YOUR OWN FACE RECOGNITION ABILITY: VALIDATION OF THE STIRLING FACE RECOGNITION SCALE IN A TURKISH SAMPLE

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Individual differences in the ability to recognize unfamiliar faces have been well documented with the recent discovery of super-recognizers who are individuals with extraordinary face recognition skills. However, little is known whether people have accurate insights into their face recognition abilities or to what extent people's self-evaluations regarding to their own performance of recognizing unfamiliar faces can be measured. In order to address these issues, the most comprehensive self-assessment measure has been developed is the Stirling Face Recognition Scale (SFRS). However, reliability and validity of this scale for Turkish sample have not been assessed. Therefore, the primary goal of the present study is evaluating the validity and the reliability of the SFRS for Turkish sample. In addition to this, it is also aimed to examine the relationship between individuals' perceived and

actual face recognition performances. In order to achieve these goals, a Turkish version of SFRS (SFRS-T) was constructed via following translation-back translation procedure and adaptation of SFRS -T is conducted with a sample of 200 university students. Reliability and validity analyses were carried for SFRS-T. In the second phase of the study, a sample of 50 university students were asked to complete Cambridge Face Memory Test (CFMT) and Glasgow Face Matching Test (GFMT) as well as SFRS-T. In order to evaluate the accuracy of self-evaluations of individuals, the relationship between the total scores obtained from SFRS-T, CFMT and GFMT will be examined. Analyses are still in progress and the results will be discussed on the basis of the previous findings regarding to the relationship between individuals' perceived and actual face recognition performances.

EMOTIONAL INTELLIGENCE IN THE STRUCTURE OF SUCCESSFUL ENTREPRENEURIAL ACTIVITY

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At the Davos world Forum emotional intelligence was included in the top 10 necessary qualities of entrepreneurs. This is due to progressive changes in the business environment. The hierarchical structure of the entrepreneur's activity, which denies the manifestation of emotions in the workplace, is replaced by the need to take into account the "human factor". Emotional intelligence becomes a key component of a successful entrepreneur's personality. The structure of emotional intelligence (EQ), according to domestic and foreign (I. N. Andreeva, V. S. Yurkevich, R. Bar-On, D. Goulman, K. Schwab, etc.) psychologists, is a complex of multidirectional parameters, including: the comprehension and regulation of their own emotions and goals, and with this recognition of other people's emotions and influence on their behavior. According to the statement of neuropsychologists (E. d. Chomsky, a. b.), emotions are not just a reaction of the nervous system, but an important part of the

intellect. Emotions contain information, competent understanding and the use of which will lead to increased productivity, as opposed to ignoring and suppressing emotions, lowering EQ. In business, the basis of activity is intellectual work. Emotional intelligence – an internal resource to increase productivity, a kind of lifting force for the development of the production team. The need for the development of emotional intelligence of the entrepreneur due to factors such as: – rapid growth of changes in society, – change of product competition to quality service competition – changes in the organizational structure of the production team – change of values of owners and managers: the need for self-realization, the company's mission, autonomy, – changing the requirements for the ideal employee. The experimental study of the influence of the emotional intelligence of the Manager on the success of entrepreneurial activity will create a clear model of an effective entrepreneur.

PERSONALITY TRAITS AND GRATITUDE: THE MEDIATING ROLE OF POSITIVE THINKING

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In recent years researchers have revealed that gratitude, conceptualized as an empathetic and social emotion, is positively correlated with extraversion, agreeableness, and conscientiousness, and negatively related to neuroticism (McCullough et al., 2002, 2004). Personality traits also predict unique variance in grateful disposition. Thus, grateful people characterize themselves by being active and energetic, warm and cooperative, self-disciplined, and less prone to psychological stress. However, it can be hypothesized that relationship between personality and gratitude might be more complex than a simple bivariate relation. Therefore, the purpose of this study was twofold. First, we assessed personality correlates and determinants of gratitude. Second, we focused on the mediating role of optimism between personality traits and gratitude, assuming that being optimistic might modify direct association between those variables. The research was conducted on the group of 161 participants who completed IPIP-BFM-20 (personality traits; Topolewska-Siedzik et al., 2014), OPEB (optimism; Czerw, 2001), and GQ-6 (gratitude; Kossakowska and Kwiatek, 2014). The mean age of the respondents was $M=23.82$ with $SD=8.470$ (range=18-60 years). Most were women (80%).

The results illustrate a significant correlation between gratitude and personality traits (extraversion $r=0.36^{**}$; emotional stability $r=0.22^{**}$; and agreeableness $r=0.51^{**}$), gratitude and all the dimensions of optimism (achievement orientation $r=0.41^{**}$; incaution $r=0.16^*$; positive thinking $r=0.63^{**}$; openness $r=0.24^{**}$). A linear regression shows that correlating traits are predictors of gratitude and explain the dependent variable in almost 32% ($cR^2=0.316$; $R=0.573$; $F_{163,3}=25.597$; $p=0.001$). Accordingly, the results of the stepwise analysis suggest that individuals who are kind and sympathetic, imperturbable and calm, gregarious and talkative tend to be more appreciative and grateful. Finally, investigation of the mediating role of optimism reveals that agreeableness ($\beta=0.508 \rightarrow \beta=0.316$, $z=1.992$, $p=.046$), emotional stability ($\beta=0.223 \rightarrow \beta=-0.147$, $z=3.214$, $p=.001$), and extraversion ($\beta=0.361 \rightarrow \beta=0.133$, $z=2.936$, $p=.003$) were significantly reduced upon the inclusion of positive thinking. Engaging in positive thinking may explain why extraversion, emotional stability, and agreeableness do not necessarily translate into the development of grateful behaviors. It seems that gratitude may depend also on the hope that fate, other people or the world favor us regardless of our own actions (Czerw, 2015).

SELF-REGULATION OF A CHILD OF PRESCHOOL AGE IN THE ROLE-PLAYING GAME

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The current trends in childhood change bring up the problem of the well-being of a child's personal development. The transformation of the children's play culture serves as the basis for understanding the conditions for the successful development and positive socialization of the child. The appeal of our study to the older preschool age is determined by its fundamental importance for the successful adaptation to a new social development situation in the younger school age (L. I. Bozhovich, L. S. Vygotsky, A. N. Leontyev, D. B. Elkonin, etc.). As L. I. Bozhovich notes, the nature of these changes in a child's life will largely depend on "what the child comes to at this age stage...". Achievements in the development at the previous age stage are a condition for the well-being of the child in subsequent periods of life. The aim of our study was to study the formation of self-regulation in play activity in children of senior preschool age. For this, we used the method of U. V. Ul'enkova. The sample of the study consisted of 220 pupils from pre-school institutions of the Republic of Belarus aged 5-7 years (107 boys, 113 girls). The

results of the study showed that in the majority of children in the sample studied, the second (44%) and third (30.5%) levels of self-regulation were revealed. While the first and fourth levels of self-regulation are formed in older preschoolers much less frequently: 19% and 5%, respectively. The extreme degree of general mental immaturity (fifth level) was demonstrated by 1.5% of the subjects. Despite the fact that the distribution of the characteristic of self-regulation differs from the uniform one, we obtained statistically significant correlation coefficients between the level of formation of self-regulation and the level of development of the subject-role-playing game (with $p < 0.01$). Significant differences were also found according to the Kruskal-Wallis H-test in the levels of self-regulation among preschoolers with different levels of development of the role-playing plot game (with $p < 0.001$). This confirms the fact that playing activity remains an important condition for the development of the child's arbitrariness and his well-being.

STUDY OF THERAPEUTIC DROPOUT IN A UNIVERSITY CLINIC, ARE THE EFFECTS MAINTAINED?

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Therapeutic dropout is a phenomenon that frequently occurs in psychological services. Scientific literature tends to study therapeutic success rather than dropout. In addition, there is no consensus on the definition of the term dropout, which makes difficulties over the dropout's study and on the other hand, when the dropout occurs, we do not usually have too much information why it occurs, so it is difficult to make an analysis about it. In this research the dropout will be understood as the therapeutic term decided unilaterally by the patient without having fulfilled the majority of the objectives that were raised in the evaluation based on the functional analysis previously performed. This perspective coincides with the dropout

therapeutic definition proposed by Hatchett and Park (2003). The aim of this study is to investigate the factors that can influence the dropout, as well as if these factors are temporarily maintained. The research replicates a previous investigation with the data from the 2014 onwards. At the Applied Psychology Clinic of the Autonomus University of Madrid (CPA-UAM) there is approximately an average of 120 annual cases. Approximately 30% of patients abandon therapy before finalizing it. The results of the research help us to understand and anticipate possible dropouts, so that we can act therapeutically to prevent the patient from leaving the therapy prematurely.

GENETIC AND ENVIRONMENTAL COMPONENTS OF THE INDIVIDUAL DIFFERENCES IN RESPONSE TIME DISTRIBUTION

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Speed of information processing is an important characteristic that affects both current and long-term information accumulation and processing. Shorter response time (RT) in relatively simple choice tasks is associated with larger working memory capacity and higher level of intelligence. The strength of this association varies depending on complexity of the task. The distribution of RT across trial in a task is usually described as an ex-Gaussian distribution, a mix of normal and exponential distributions. The exponential part captures the number of slow responses which are known to be better associated with complex cognitive abilities. Our study aimed to implement a behavior genetic analysis of the variation in characteristics of RT distribution. **Methods** The sample included 54 MZ and 82 DZ twin pairs from Russia, mean age 12.9 years, SD=2.6 years. The twins were assessed individually with Cambridge Neuropsychological Test Automated Battery (CANTAB) on a tablet PC with touch screen. We used the RT data from 'Reaction Time' (RTI) and 'Pattern Recognition Memory' (PRM) tests to estimate mean RT, variation of RT and number of slow responses. To compute

genetic and environmental variation we applied a univariate twin model that provides the estimates of: genetic effects, shared environmental effects and non-shared environmental effects. Findings We discovered low cross-twin similarity in both MZ and DZ twins, under 0.4. High variability of similarity measures suggests that situational environmental factors (or non-shared environment) may dominate in individual differences of RT distribution across tasks. The twin analysis supported this assumption: for most distribution indices at least 75% of the individual differences were accounted for non-shared environment. The exception was mean RT in PRM task where genetic and non-shared environmental effects explained same amount of variation (about 50%). **Discussion** Our results show that CANTAB is not a particularly suitable tool for the study of the properties of RT distribution. The main limitation is a small number of trials in each test (24 or less) that is not sufficient for reliable assessment of mean, variation and proportion of slow responses. The research was supported by the grant 17-36-01135 from the Russian Foundation for Basic Research.

INFLUENCE OF THE MENSTRUAL CYCLE ON A VERSION OF EMOTIONAL STROOP TASK

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The aims of the present study were a) to validate a new version of the Emotional Stroop task containing colored emotional expressions pictures in 18 females (Experiment 1), and b) to explore the influence menstrual cycle -follicular and luteal phases- on the performance of this task (Experiment 2; 18 females). The task of the participants was to detect whether two faces were colored with the same or different color (red vs. blue), regardless of the emotional expression (happiness vs anger). The results showed a congruence effect from the color in both experiments and a differential performance

pattern in the Stroop task depending on the degree of interference by color and/or emotional expression. Finally, the results point at the existence of differences in the performance according to the menstrual cycle phase, particularly, on the luteal phase between incongruent trials in color and emotional expression, and incongruent trials in color but congruent in facial expressions. This pattern is in line with other studies that reported a poor performance to recognize emotional expressions during the luteal phase.

REVIVAL, THE EUROPEAN PROJECT. THE EXPERIENCE OF SPAZIO DONNA ASSOCIATION'S PSYCHOLOGISTS ADOPTING EUROPEAN PROCEDURES FOR HO

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The project aims to collect the testing of a working group of psychologists on innovative methods for the protection of women who are victims of gender violence, the management of new services dedicated to them and health care procedures. It is crucial to start from research on current best practices against gender violence taken in each partner country to define the intervention model and to share among all member countries of the project (Italy, Spain, Bulgaria). The aim is to define, conceptualize and systematize good practices of hosting and taking care of victims and to analyse existing protocols in the different member states. The project is divided into several phases: the first step to improve the implementation and the definition of solutions and innovative intervention policies against gender violence is the analysis of the results, processing of important research on the topic and the collection of accurate data at regional level. Afterwards, mapping of existing services operating in support of women in the legal, social and health area among the partner countries and analysis of the difficulties and the

local cultural and communication barriers obstructing the reporting of violence by women, in order to detect the problems and the needs of services and interventions that ensure access to justice. The research designs an innovative model of intervention which consists of: The definition of psychological reporting, as an innovative tool to assess the mental state of the victim, can be useful to indicate the risk of lethality for the victim; The setting up of the Trust Centre, as a meeting space, mutual information, planning decisions for all operators involved in the support and treatment of women victims of violence and as counselling space for women too; The opening of the new Pink Emergency Room in Hospitals, as a space dedicated to women victims of violence which provides integration between medical specialist and psychological-social intervention. The exchange of innovative practices will be guaranteed by a Handbook describing the REVIVAL model, including guidelines, operative procedures and activities, tool box for professionals shared online.

EVALUATION OF EARLY CHILDHOOD BILINGUAL LEARNING ENVIRONMENT AND CHILD DEVELOPMENT

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Bilingual education becomes increasingly important having broad perspectives in the modern educational system. To improve the bilingual development in children and their communicative competence in a multicultural education, we need to create a system of integrated psychological and pedagogical support for the formation of early bilingualism. The purpose of our research is theoretical substantiation, development and empirical approbation of the educational environment evaluation model, which will contribute to the effective bilingual education of preschool children. The model has practical significance for improving the quality of bilingual education, one of its tasks being the development of the child's personality. This work is based on the research by Bialystok and Martin (2004), showing that bilinguals outperform monolinguals, the study by Protasova (2005), which considers the factors, influencing early childhood multilingualism, and the works on a positive impact of bilingualism on cognitive development (Belyanin, 2009). The analysis of the data is based on theoretical foundations of sociocultural studies devoted to the educational environment as a source of a person's mental development (Vygotsky, 1962;

Bronfenbrenner, 1999). Our study of the early childhood bilingual learning environment was conducted in eight bilingual pre-school education institutions in the Republic of Tatarstan (part of Russia), mostly populated by the Tatars and Russians, in a megalopolis with a population of more than one million people, on a study sample of 528 people (24 teachers and 504 preschoolers). For diagnostic purposes were used international criteria for assessing the quality of preschool education, ECERS and the children were tested on well know measures of executive function. We established that the formation of a strong bilingualism is determined by the specifics of the socio-cultural conditions, in which children's speech is developed. Here, the significant factors are: children's cognitive development and their age, the level of proficiency in the native language and their personal qualities, especially their communicative features. We have specified a set of indicators of psychological evaluation by summarizing the results of our previously collected data analysis. Among the main components we can name multicultural, cognitive and activity-based, and communicative components.

A MODEL OF PERSONAL DISCOURSE ACQUISITION: METHODS, APPROACHES, AND PRELIMINARY INSIGHTS

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Background. Development of early communication skills is an important part of personality formation. Personal narrative competence is closely related to identity construction and 'autobiographical self' development (Bruner, 2004). But we still lack studies in the early conversational discourse acquisition, its individual variability, and relation with the development of personal cognitive resources. One more problem is to build an optimal methodology for elicitation different genres of oral discourse in different communicative contexts. One of the key questions is: how are oral personal discourse competence and everyday life experience interacting?

Methods. The subjects of the study were 24 Russian typically-developing preschool-age children with normal nonverbal IQ, without hearing or vision disorders.

In this presentation, we focus on the first wave of a longitudinal study when the mean age of the subjects was 49 months, i.e. the initial stage of the most critical period for the personal discourse development. During this stage of the study, psycholinguistic and pragmalinguistic approach to discourse production was employed. Three genres of personal discourse were elicited: 1) personal narratives were collected according to the Conversational Map Elicitation Procedure

(Peterson, McCabe, 1983); 2) fictional narratives were collected according to strongly structured procedure of story-telling and retelling (Balčiūnienė, Kornev, 2016); and 3) daily conversations were elicited according to a method of joint activity. The sessions were audio-recorded and transcribed by means of the CHAT tools for pragmalinguistic analysis.

Findings. Our results proved that at the age of fourth, the children were able already for the proper modification of speech and communicative strategies in accordance with the requirements of the communicative and social situation, but these skills still depended on the interlocutors' communicative behavior. In the presentation, macrostructural and discursive similarities and differences between the genres of the personal discourse will be further discussed.

Discussion. Although the study is still at the initial stage, the results shed a light on the first emergence of narratives in the context of the daily conversation and revealed a complexity and variety of different linguistic and communicative skills necessary for personal discourse development.

The study was supported by a research grant No.18-18-00114 from the Russian Science Foundation.

ELABORATION OF SCREENING SCALES FOR EARLY DETECTION OF DEVELOPMENTAL DELAY IN RUSSIAN PRESCHOOL CHILDREN

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There are lots of screenings of cognitive development of children which are used worldwide for timely detection of developmental delays (DD), but not in Russia. The aim of the study was to develop screening scales to identify the risk group for DD among preschool children. The study involved 1708 children aged 4-6 years. The tool "Multifactor study of cognitive development" (Miroshnikov, 2001) was used for data collection. A peculiarity of this tool is reflected in an initially wide range of the test tasks, selected by the experts in accordance with the calendar age of the child. More than 200 tasks were used for each age (4-5-6-year-olds). Factor and discriminant analysis were carried out to construct scales according to each age (6 – 7 points in each), which most accurately predict the Diagnosis (Norm/DD). Structural equation modeling (SEM) was used to verify the prediction model. The analysis was carried out in the same sequence separately for each age. The key variables were selected according to the following requirements: each of the remaining

variables was included in only one factor with a load of at least 0.4; each factor included at least 5 of these variables; calculated factors together provided the maximum accuracy of the Diagnosis prediction (DA); variables included in each factor, formed a reliable scale for internal consistency (Cronbach's alpha); factor validity scales was verified by Confirmatory factor analysis. For each age, a set of 3 factors, satisfying all the requirements, was obtained. The factors coincided by the type of variables united in each of them regardless of age (for the younger – simpler, for the older – more complex): 1) "General awareness"; 2) "Motor skills"; 3) "Logical reasoning". SEM confirmed that the selected scales are indicators of the General ability factor, which is the main predictor of the Diagnosis. Thus short scales for rapid diagnosis of DD in preschool children were constructed, characterized by high sensitivity and specificity of the forecast. The study was supported by the RFBR grant #17-06-00989-ОГН

MENTAL ILLNESS AS A CONSEQUENCE OF PSYCHOLOGICAL TRAUMAS

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To understand mental illness, we must consider our Autonomic Nervous System Emotional Regulation, and we must also focus on brain's Neuroplasticity and our evolutionary tendency to adaptation. Freud, Ferenczi and Alexander, proposed two opposite terms: Alloplastic and Autoplastic. In the alloplastic adaptation the external situation is changed. In the autoplastic adaptation the person changes together with his internal environment, adapting himself to the situation. When we react to an adversity, we can modify the environment in order to solve it (alloplastic adaptation), or we can modify ourselves (autoplastic adaptation), learning from that situation. A third process is here explained: it occurs when we can't deal with a situation, when an event is too much for our nervous system so that our Autonomic Nervous System brings out an ancient dorsal-vagal strategy, which is Dissociation. Dissociation is a protective blocking defensive mechanism, an autoplastic reaction, but it is a self-alienation instead of being adaptive, because it inhibits emotionally overwhelmed nerve circuits! This type of protection may actively change, in many ways, up to block our natural flow of mental processes. This third way is described as a protecting

autoplastic ALIENATION, and Dissociation is explained as a Dissociative Protective Double Caution. The first caution is TO REMEMBER, while the second caution is TO FORGET!

Emotional self-regulation is affected by Dissociation, resulting in an emotional dysregulation, involving an excess of activation or a deficit of activation. For this reason, anxiolytics and antidepressants are widely used drugs. Psychological trauma is an autoplastic, natural, adaptive, defensive, protective, but extreme response. A subjective reaction to an adverse, overwhelming event, involving a Dissociative Protective Double Caution, which causes the Post-Traumatic Dys-Regulation. It is "too much" for the nervous system, it is a critical collapse of the personal feeling of safety and leads to a protecting autoplastic ALIENATION, leading to Dissociation. Trauma consequences can be treated and solved. But, as long as they are active, they absorb psychic energies. Working on the feeling of safety is crucial.

Post-Traumatic Dys-Regulation is reversible! So the Reversible Post-Traumatic Dys-Regulation (RPTDR) is here proposed as the only mental illness.

THE SELF-REPAIRING RETELLING IN THE FIGURATIVE ARTS

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This work is based on a new dream theory. The work is taken from a chapter of Dr. Giovanni Madonna and his collaborators' book, and it is the attempt to apply the new theory of Dr. Giovanni Madonna's dream to artistic production and above all to painting. The attempt is to search in artistic works and especially in painting the signs of a natural and self-generating inner work aimed at self-repairing and self-healing that every creature puts into action when there are organic

wounds as well as psychological wounds. In this work there are no numbers or scientific experiments in the strict sense, but new hypotheses for working in psychotherapy. So the author analyzed some paintings by Caravaggio and hypothesized that the wound created in his mind concerned a clear separation, a split, between the sacred and the profane, and she hypothesized that Caravaggio worked inwardly and unconsciously to recompose the fracture

that generated him suffering in life and in relationships. Then the author analyzed some paintings by Van Gogh and hypothesized that the separation that generated suffering for him, concerned a profound split between two parts of himself. He felt the separation between belonging to the world and the difficulty of being in the world, the strangeness of the world that seemed

hostile to him. Both Caravaggio and Van Gogh find a way through painting to recompose the lacerations created in their ecology of mind. Both artists after having painted the last works in which the recombination of mental lacerations is revealed, died; it almost seems as if they had recomposed and also settled their debt with the world of the living.

EXAMINING RELATIONSHIPS BETWEEN BODY MOVEMENT EXPERIENCES AND PROACTIVE AND REACTIVE COGNITIVE CONTROL

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Dohsa-hou is an original Japanese psychotherapy that connects motor action to psychology through a theorized process of intention, effort, and enacted body movement. In the approach, the therapist assists in identifying set points that are thought to be conducive to various changes in cognitive, emotional, and behavioral regulation. The experience of body movements that result in these changes have been stipulated as comprising movement quality components: appraisals of the performance itself that relate to a sense of body control and that of the feeling states that accompany the sense of having performed the movement attentively. This theory suggests the use of cognitive resources in movement enactment, and a study revealed that Dohsa-hou improved response inhibition in cognitive control as understood by Stroop task performance. However, the types or strategies of associated cognitive control are still unclear. This study experimentally examined relationships of clinically-applied Dohsa-hou body movements and proactive (maintaining and preparing for goals) and reactive (responding flexibly to the environment) mode of cognitive control. Following two shoulder elevation tasks (with

guided attention to movement performance and without), participants (N = 30) completed the Dohsa-hou Movement Experiences Scale (Takeuchi, 2017) and performed the AX version of the Continuous Performance Task (Braver et al., 2009) to assess the dominance of proactive or reactive control mode between task types. The results of regression analyses showed that a factor of internal attention to the body in the Dohsa-hou Movement Experiences Scale predicted proactive control ($\beta = 1.651$, $p < .05$, $R^2 = .769$) and another factor for performing the movement with a sense of ownership over the body predicted reactive control ($\beta = -1.849$, $p < .05$, $R^2 = .769$). This study preliminarily suggested that control mode dominance is associated with differences in the type of subjective experience of feeling states associated with movement either accompanying or evaluated by the user performing the task. This indicates a possible specificity in cognitive control modes based on movement experience quality and goal maintenance in the movement tasks, which may underpin their utility in clinical applications.

CASE REPORT OF RELAXATION EXPERIENCE TO SUPPORT BODY-MEDIATED COMMUNICATION IN MOTHER-CHILD INTERACTIONS COMPARED BY FREE PLAY

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Mother-child relationships are made up of cumulative interactions. Direct interactions begin with evolved bonding instincts such as the rooting reflex and develop from nonverbal communication into coarse and fine motor skills, and eventually through language. The developmentally foundational nature of bodily expression through movement represents a basis for body-mediated communication. Using a recently described psychotherapeutic approach known as Self-Active Relaxation Therapy (SART) that draws attention to body-mediated communication through a set system of relaxation tasks, we conducted a case study designed to gain insight into the dynamics of reciprocal understanding between mothers and their children. The focus of behavioral description was set to the interactions between one mother (28 years old) and her son (2 years and 5 months old). The study was conducted as a support program implementation in an ABA research design in which the A phase consisted of a mother-child free play session as a pre-test, followed by a first B phase experience of SART body-oriented relaxation tasks between the practitioner and the mother, then a second B

phase of SART between the mother and her son, and ending with a second mother-child free play session as a post-test A phase for comparison. Qualitative analysis and comparison of the free play sessions revealed some observable changes in behavioral tendencies. The pre-SART session indicated that the child generally led the play session. In the first B phase, it was observed that the mother gradually moved her body actively and at her own pace. In the second B phase, the mother communicated the movements and demonstrated them with incremental understanding of the self-activeness of her child, and the child participated in the movements actively in response. In the post-SART A phase session, the mother was notably invited by the son to play together while illustrating some mutually raised and recognized awareness about each other during play. From the behavioral changes in free play tendencies, this case report provides some initial observation in a support setting that experience with SART as a body-mediated communication tool facilitated some positive mutual interactions between a mother and child.

A MICROGENETIC INTERDYADIC PERSPECTIVE ON THE EFFECTIVENESS OF MATERNAL STRATEGIES REGULATING TODDLERS' NEGATIVE AFFECT

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The main purpose of this study was to examine the effectiveness of maternal emotion regulation strategies on toddlers' negative affect. Effectiveness was defined as strategies that down-regulated toddler's negative affect intensity within 10 seconds. Following previous research, we differentiated six maternal strategies. We predicted that strategies involving distraction and verbal warmth would be more effective than other regulatory strategies. We also expected interdyadic variations regarding the effectiveness of maternal strategies. Therefore, we also aimed to explore whether child (e.g. temperament, intensity of negative emotions), maternal (e.g., education) or dyadic characteristics (e.g., timing of contingency) explain some of these interdyadic variations. The sample consisted of 52 American mother-toddler dyads, who participated in a delay-of-gratification task. The task had a duration of four minutes and was video recorded for coding purposes. Research assistants coded the presence of maternal strategies and the intensity of a child's negative affect (0 to 3) for every five-second epoch. The strategies were categorized into six categories: distraction, physical warmth, verbal warmth, positive, task-appropriate, and negative control. We computed contingency tables in SPSS to determine whether any maternal strategy used

was associated with a decrease of toddler's negative affect. Temperament (Negative Affectivity, Surgency, Effortful Control) was assessed with the Early Childhood Behavior Questionnaire (Putnam & Rothbart, 2006). Preliminary results show that for most toddlers one or two maternal strategies were effective and these strategies varied across dyads. Intrusive and negative control were least effective. It seems that physical warmth and positive control were most effective in decreasing negative affect in toddlers. The interdyadic variations of the effective strategy could be partly explained by child and interdyadic variables. The results partially confirmed our prediction. Verbal warmth was an effective maternal strategy in decreasing toddler negative affect. In addition, physical warmth was effective and, unexpectedly, distraction led to no significant change in the emotional intensity of toddlers. Furthermore, the maternal emotion regulation strategies do not function uniformly across toddlers, as the effectiveness varies. Temperament explained some variation but it seems that mothers mostly adjust their strategies to the child's task-related characteristics. The relevance of such microgenetic analyses will be discussed.

INFLUENCE OF COLLABORATIVE LEARNING ON THE ACQUISITION OF METACOGNITIVE SKILLS VIA LEARNERS' SOCIAL SKILLS

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Collaborative learning is an educational process by which a group of students works together to solve a problem, create a product, or pursue a goal. Collaborative learning is designed to facilitate students' metacognitive abilities. The present study examined the effect of collaborative learning on metacognition in a collaborative process (i.e., critical thinking disposition and belief in cooperation). We hypothesized that collaborative learning would facilitate the acquisition of metacognitive skills via the social skills of students such that it would have a positive effect on the metacognitive skills of learners with high, but not those with low, levels of social skills. A pre-test/post-test design was employed. In total, 101 university students participated in a 3-month collaborative learning program. Questionnaires addressing social skills (Kikuchi, 1988), belief in cooperation (Nagahama et al., 2009), and critical thinking disposition (Hirayama & Kusumi, 2004) were used. Belief in cooperation was measured in terms of three constructs: usefulness of cooperation, individual orientation, and inequality. Critical thinking disposition was measured in terms of four

constructs: awareness of logical thinking, inquiry-mind, objectiveness, and evidence-based judgment. Awareness of logical thinking (a construct subsumed by critical thinking disposition) was marginally higher in the post-test than in the pre-test. The collaborative learning program enhanced learners' awareness of logical thinking. The inequality scores (a construct subsumed by belief in cooperation) were higher in the post-test than in the pre-test. That is, collaborative learning increased learners' inequality. We also categorized learners into four categories based on social skills. The individual orientation (a construct subsumed by belief in cooperation that measures individualism) of those with the highest level of social skills was higher in the post-test than in the pre-test. High scores on individual orientation indicate a belief in the ineffectiveness of cooperation as a method of problem solving. Specifically, our results suggest that those with the highest level of social skills viewed cooperation with others as an ineffective approach to problem solving following their participation in the collaborative learning program.

THE ROLE OF THE INFORMATION ABOUT THE CAUSE OF POVERTY AND COPING STRATEGIES OF THE POOR IN THE DECISIONS TO HELP ECONOMICALLY DISADVANTAGED INDIVIDUALS

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The attribution of the cause of poverty plays one of the key roles in the decision to help the poor. Past research revealed that attributing poverty to external factors increases willingness to help the poor, while dispositional attributions – decrease it [Kluegel, Smith, 1986; Weiner, 2004, 2015]. Although these findings advance our knowledge on the factors that inform the decisions to help the poor, in real life, such decisions are rarely based on a single piece of information. Past studies rarely considered the role of other relevant information in the decisions to help the poor along with the information about the cause of poverty. One such variable is the coping strategies used by the economically disadvantaged individuals to overcome their situation of poverty. In an attempt to bridge this

gap, our study considers both the information about the cause of poverty and coping strategies of the poor and aims to assess their individual effects, as well as their interaction, in the decision to help. 200 participants recruited online will read four fictitious descriptions representing an individual in a situation of economic disadvantage. These descriptions will include the information about (1) the cause of poverty (dispositional vs. external) and (2) individual's coping strategies to overcome the situation (active coping vs. passive coping). Upon reading each description, the participants will assess their willingness to help the described person. The results will add to the existing literature on the mechanism underlying the decisions to help the poor.

ATTENTION CAPTURE BY PERSONS IN NATURAL SCENES

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Several studies have demonstrated that pictures of a human capture our attention. However, the stimuli used in most of these studies were artificial, such as circular arrays of objects against white backgrounds. The aim of the current study was to investigate whether persons capture stimulus-driven attention even in natural scenes. The participants were asked to detect a cat or a person in a natural scene, which contained a cat and/or a person, or not either of

them. While performing the tasks, their eye movements were measured. The results showed that cats were detected as quickly as persons, and that irrelevant persons did not interfere with search for cats. However, the irrelevant persons were fixated more frequently when cats were required to detect than the irrelevant cats when persons were required to detect. It suggested that persons capture attention in certain cases but not always.

PSYCHOLOGICAL TREATMENT IN ABUSED CHILDREN WITH DTD

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Childhood maltreatment has a devastating impact on children mental health. Much research has found as main consequence the presence of Posttraumatic Stress Disorder (PTSD) and behavioral problems in abused children, with diagnostic of Developmental Trauma Disorder (DTD). Aims The main purpose of this study was to provide empirical evidence about the effectiveness of cognitive behavioral therapy (CBT) and Focused Trauma-CBT (FT-CBT) for complex posttraumatic stress disorder treatment in maltreated children and adolescents in residential or foster care. For this purpose, the effectiveness of treatment protocol based on the TF-CBT model (Cohen, Mannarino & Deblinger, 2006) was analyzed, with the inclusion of Virtual Reality. Method The final sample consisted of 46 children aged between 6 and 16 years (54% boys and 47.8% girls), of which 67.4% were in residential child care situation and 32.6% in foster care. All the children resented symptoms of

complex post-traumatic stress disorder, characterized by affective, physiological, attentional, behavioral and relational deregulations, with PTSD symptoms and deterioration in their daily functioning or maladaptation. Efficacy was analyzed using the "t" Student test and effect size index of the standardized mean difference (d). Results The results showed moderate effect sizes before treatment conditions for indicators of PTSD and deregulations. Conclusions In sum, the overall objective in this investigation has been reached, hence the empirical evidence of the effectiveness of CBT treatment protocols on improving the mental health of abused children is proved. Therefore this research becomes an empirical study in Spain examining the effectiveness of CBT and TF-CBT in the treatment of children adolescents with complex trauma who have been victims of child maltreatment.

LOSS-RELATED VARIABLES AS RISK FACTORS FOR COMPLICATED GRIEF: A PERSON-CENTERED APPROACH

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Background: Despite the fact that the death of a loved one has traumatic effects on the course of life, a number of studies indicated that many bereaved people can succeed to adapt their changing lives after the natural process of mourning. However, sometimes some bereaved people might continue to experience considerable mourning and suffer from "complicated grief" although the long period of time is passed after a loss (Prigerson, H. G., Vanderwerker, L. C., & Maciejewski, 2008). When the destructive impact of complicated grief on human functionality and psychological well-being is considered, it becomes crucial to figure out the underlying mechanisms explaining why some people are more prone to experience complicated grief. In the light of literature, it is expected that the loss-related factors including age of the deceased, cause of death, time since loss, and subjective closeness with deceased could be risk factors for the development of complicated grief. Therefore, the main aim of the present study was to identify subgroups among bereaved people and to indicate how these subgroups differed from each other depending on loss-related variables and psychological outcomes of experience of loss. Method: The sample

consisted of 384 bereaved people with loss of a significant person in their life within five years. The participants were asked to complete a socio-demographic information form including loss-related variables, Traumatic Grief Inventory-Self Report Version (TGI), Impact of Event Scale-Revised (IES), and Depression, Anxiety and Stress Scale(DASS).

Findings: Latent class analysis was conducted to identify latent classes in terms of the intensity of grief via Latent Gold 4.0 and these groups were compared according to the loss-related variables and psychological outcomes by using ANOVA. Three latent classes (i.e., resilient, traumatic grief, and non-traumatic grief group) were identified. All subgroups differed in almost all loss-related variables (i.e., the age of deceased, the quality of relationship, subjective closeness, and frequency of contact) except time since loss, and in the level of depression, anxiety, stress, and the impact of event.

Discussion: The person-centered analysis of responses to the loss experience is thought to offer deep insight into the distinguishing features of the subgroups of bereaved people. These findings will be examined in the light of literature.

TRAUMA SYMPTOMATOLOGY IN A CLINICAL SAMPLE REFERRED AND ABUSED CHILDREN

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Intimate, domestic or familiar abuse or maltreatment occurs during long lasting periods, when children and adolescents remain ensnared complex and conditioned by large and varied stressing circumstances. Developmental Trauma Disorder (Van der Kolk et al., 2009) collects the most important alterations presented by children and adolescents exposed to multiple trauma and whose develop complex trauma symptomatology, being included in seven main areas (being previously described by Cook et al., 2005): attachment and affective relationships, biology (physic and psychosomatic reactions), affective regulation and self-regulation, awareness (dissociative symptoms), conduct control, cognition and self-concept. The purpose was to estimate the complex trauma symptomatology prevalence and to observe differences between clinical and abused children. Minors abused during childhood by their

caregivers will present higher prevalence rates of PTSD and complex trauma symptomatology than those from the clinical sample. The sample was constituted by 115 minors, of whom 74 came from a clinical unit and 41 were maltreated (children in care), all of them evaluated at the Pediatric Psychology Unit of the Clinical University Hospital "Virgen de la Arrixaca" (Murcia, Spain), due to emotional or behavioral symptoms presented. Percentage was calculated for both subsamples, and potential differences between them have been analyzed by Student's t-test. The complex trauma symptomatology prevalence is much higher and statistically significant at the children in care subsample. These data support the idea of posttraumatic reactions due to family-context maltreatment determine a pathology non included in current diagnoses, leaving more severe minors without a proper diagnosis.

COGNITIVE NEURAL MECHANISMS OF MORAL JUDGMENT IN SPORTS IN CHINESE ATHLETES: A STUDY BASED ON ERPS

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Previous studies of moral judgment in sports mainly focused on the antecedents of moral judgment in sports and the relationship between moral judgment and moral behavior in sports. The underlying neural mechanisms remains to be elucidated. The purpose of the study was to investigate the cognitive neural mechanisms underlying sport moral judgment in Chinese athletes. The article consists of four studies. Study 1 sought to investigate the types and characteristics of moral misconduct behaviors gathered from the Internet and interviews with 90 athletes (age=20.7±1.9 years, 54.4% females), using Nvivo8.0. Based on the study 1, study 2 developed four types of 160 materials of moral judgment in sports. Study 3 (187 athletes, aged 20.8±1.5 years) examined the validity of four types of materials of moral judgment in sports from percentages of affirmative responses, decision times, moral conflicts, moral acceptability, emotional valence and arousal valence. Study 4 (19 athletes, aged 20.0 ± 1.4 years), using event-related potential (ERPs), investigated the cognitive neural mechanisms of

different type's moral judgment in Chinese athletes. Types of moral misconduct behaviors in Chinese athletes can be mainly divided into violent behavior, doping, match-fixing or tanking, and self-reported dishonesty. The validity of the experimental materials for the four types of moral judgment in sports was acceptable. Rate of participants' agreement to the proposed resolution and decision time were not different among the four types of moral judgment (both $P < 0.01$). The ERPs results showed that no significant differences were observed between the four types of moral judgment in stimulating lock and reaction lock in which induced every ERP components, and anterior cingulate cortex (i.e. BA10 and BA25) were activated by four types of moral judgment. The findings indicated that the developed experimental materials of moral judgment can be used in researching cognitive neural mechanisms of moral judgment in sports. The four types of moral judgment showed the same cognitive neural mechanisms, which supports the dual-process theory of moral judgment.

THE NEED FOR PSYCHOLOGISTS IN SPORTS

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Many studies have focused on the effects of psychological intervention on athletic performance and on well-being of athletes, emphasizing the importance of constantly support technical and physical training with sport and exercise psychology. The aim of this study (103 subjects) is to analyze the need for psychologists in sport. In this way it will be possible to encourage the use of this professional support for well-being of athletes, improving their performances through a global training of all their skills. In order to obtain a mapping an action-research was carried with a questionnaire on knowledge of psychologist profession. The sample was selected from sicilian sports operators (eg associations, federations and promotion society) and athletes

practicing different disciplines. At the same time, psychologists who deal with sports psychology have been surveyed, gathering information on their training and their experiences. From the first results we observe the persistence of a tendency to assimilate the psychologist's interventions in sports contexts to those carried out in the clinical setting. Therefore it seems important to design campaigns promoting a better knowledge of all potential of the psychologist in sports. At the same time, there is a low propensity of sicilian psychologists to train on sport psychology and to work routinely in this area. Consequently, it seems important to increase university training on sport psychology developing the specific professional skills most requested.

MULTI-SCALE WAVELET KERNEL EXTREME LEARNING MACHINE FOR DETECTION OF CONCEALED INFORMATION

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Concealed information detection is getting more and more attention in fields of psychophysiological detection and cognitive psychology, especially methods based on machine learning and P300 component, not only for better efficiency and accuracy, but also for electroencephalogram (EEG) signals cannot be controlled by human intentions. For that, a novel kernel extreme learning machine algorithm is proposed and applied in a mock crime scenario. In order to be closer to practical cases, there are three kinds of subjects needed to be discriminated, which is much complex than binary classification task. DPCTP protocol is adopted using designed words as stimulus series. 36 healthy subjects (26 males, 10 females) were selected from college students and divided into three groups: 15 guilty ones, 7 innocent ones and 14 informed ones. 64-channel EEG signals were recorded. After preprocessing, a channel selected process is utilized in this paper to reduce the dimension of feature vectors. Then, the discrete wavelet packet decomposition

is used to extract features. Finally, the multi-scale wavelet kernel extreme learning machine classifier is proposed to recognize group that a single subject belongs to. Experimental results show that the proposed algorithm achieves good recognition performance and has low computational burden. Without regard to informed subjects, the accuracy of group identification rate of a single subject is 100% under the threshold [0.1, 0.8]. With informed group, 1 guilty was wrongly judged as informed; 1 informed was wrongly judged as guilty and another informed was wrongly judged as innocent; two innocent were wrongly judged as informed. The case-related information of the simulated theft case can be well recognized, and the efficiency and accuracy is much higher than conventional methods. In addition, with the participation of the informed group, there are several misjudgments, which just illustrate the necessity of three groups. Moreover, the proposed classifier has high approximation capacity which makes it more convenient to use.

PROCRASTINATION AS A RISK FACTOR OF THE PSYCHOLOGICAL SAFETY OF EDUCATIONAL ENVIRONMENT

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Procrastination, as the conscious delay and non-performance by the subject of the planned affairs, is usually followed by feeling of internal discomfort and unpleasant emotional experiences connected with expectation of negative consequences (P. Steele, K. Lay). Constant putting off impending tasks by students may result in reduced motivation and satisfaction with study process and relations with teachers and classmates, i.e. the psychological safety of educational environment reduction. The main objective was evaluation of psychological safety, interpersonal relations and motivation of students with different levels of procrastination. 95 students of Humanities (23 men and 72 women, mean age – 18.2) participated in the research. The diagnostic methods were “Students Procrastination Scale” (by K.Lay), “Academic Motivation Scale” (by R.J. Vallerand), the questionnaire “Self-Esteem of Study Motivation” (by N.A. Bakshaeva, A.A. Verbitzkiy) and the questionnaire “Quality of Interpersonal Relations in Education Environment”. Statistical data analyses included variance analysis, statistical hypothesis testing (Mann-Whitney U Test), and correlation analysis (rank correlation coefficient). 53.3% of students appeared to have a high level of procrastination, and 46.7% had a mediate one. In the group of students with

mediate procrastination interpersonal interactions were more friendly and the levels of their study, cognitive and professional motivation significantly higher than those of the students with high procrastination. In mediate procrastination group statistically significant positive correlations ($p=0.05$) were identified between friendliness and motivation of self-development, negative correlations – between friendliness and introjected and extrinsic motivation. At the same time, positive relationship and self-development intensions created the psychological safety of education environment. In high procrastination group dominated conflict relations, introjected motivation, and amotivation. The more friendly students were, the lower level of cognitive motivation they had, and more they accepted the other, the less they were motivated for success. In this group hostility and manipulative relations positively correlated ($p=0.01$) with introjected and intrinsic motivation, and amotivation. In conclusion, the high level of procrastination is undoubted risk factor of the psychological safety of educational environment. Students with high procrastination are inclined for conflict, manipulative relations and hostility, correlated in turn with introjected and extrinsic motivation, and amotivation.

ONLINE DATING SITES: HOW PEOPLE PRESENT THEMSELVES AND HOW SCHEMAS ARE RELATED?

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Online dating sites are services that allow people to create a personal profile on the Internet and help them find friends or romantic partners via this profile. While using these profiles, people represent themselves in a way they want to create certain image of themselves by playing certain roles and exhibiting strategic activities. Self-presentation tactics allow people to determine which personal information is given or not and how it is transferred in social networks. When related literature reviewed, although self-presentation tactics used in social networks such as Facebook, Twitter and Instagram have been widely investigated in Turkey, such research in the context of online dating sites is rarely conducted. Schema modes represent early childhood schemas, which are activated at the moment and are defined as emotional and cognitive patterns, which shape individual's behavior. It is thought that individual' schema modes may be the determinant construct of the self-presentation tactics they used in online dating sites. According to self-monitoring theory, some people might observe and control their behavior by using clues that indicate which

expressions or behaviors are appropriate. Literature indicated that there is a significant relationship between self-presentation tactics and self-monitoring. Accordingly, the present study aims to investigate the moderator role of self-monitoring on the relationship between schema modes and self-presentation tactics. The sample will consist of at least 250 online dating site (e.g.: Tinder, Okcupid, Connected2.me, etc.) users. The instrument set including Demographic Information Form, Schema Mode Inventory (Lobbestael, van Vreeswijk, Spinhoven, Schouten & Arntz, 2010), Self-Monitoring Scale (Lennox & Wolfe, 1984) and Self-Presentation Tactics Scale (Lee, Quigley, Nesler, Corbett & Tedeschi, 1999) will be administrated to the participant. Descriptive, correlational, moderator analyses will be conducted. The results will be discussed within the scope of related literature. Present study is the first that combines social and clinical psychology in terms of studied variables. Relating self-presentation tactics with schema modes and self-monitoring will provide important contributions to the field.

AN ATTACHMENT THEORY PERSPECTIVE ON RELATIONSHIPS WITH PET: ATTACHMENT STYLE AND HUMAN–PET ATTACHMENT

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A pet is a natural object of attachment. Recent research has focused on human-pet relationship from the perspective of Bowlby's attachment theory. Zilcha-Mano et al. (2012) examined the extent to which pets function as attachment figures and reported that pets are capable of providing safe-haven and secure-base for their owners. Kurdek (2009) also suggested that the likelihood that owners turned to their pet dogs as safe-haven, rather than family members. These studies revealed that pets can serve as attachment figures. However, association between human attachment and pet attachment remains unclear. The purpose of the present study was to examine the adult attachment style differences in features of human-pet attachment. Four hundred eighty-four Japanese college students completed the questionnaire, consisted of measures of attachment functions of a pet and a best friend, attachment style, and attachment behaviors of pet. One hundred forty-one students of them were pet owners. Items for attachment function scale were obtained from Dog Attachment Measure and Attachment Function Scale for Children and were modified to apply two attachment figures—a best friend and

a pet. Both measures consisted of four subscales; proximity maintenance, safe haven, separation distress, and secure base. Attachment style was assessed with Japanese version of the Experiences in Close Relationships scale (ECR, Brennan et al., 1998) was used. Pet owners were divided into four attachment styles (secure, dismissive-avoidant, preoccupied, and fearful-avoidant). ANOVA revealed the attachment style difference for attachment behavior of pet ($F(3,55)=4.87, p<.05$). Dismissive-avoidant owners and secure owners rated higher than fearful-avoidant owners. Thus, fearful-avoidant owners recognized their pets less show attachment behavior to them than dismissive-avoidant owners and secure owners. Attachment style differences were not found for attachment function of pets. Owners' attachment style caused no difference in the extent to which they regard their pets as secure base and safe haven, and to which they prefer to be near their pets. Fearful-avoidant owners have less confidence that their pets attach to them, in spite of their attachment orientation to pet. These findings were discussed in terms of mental health implications.

PSYCHOMETRIC PROPERTIES OF TWO SCALES IN TURKISH: DESIRE THINKING QUESTIONNAIRE (DTQ) AND METACOGNITIONS ABOUT DESIRE THINKING QUESTIONNAIRE (MDTQ)

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Recent studies revealed that desire thinking have specific role on addiction, eating and impulse control problems. Desire thinking can be explained as a cognitive process involving verbal and imaginal elaboration of a desired activity or object in voluntary way. In addition to this, metacognitions have a role in the precipitation and maintenance of desire thinking process. Current study aims to adaptation of Desire Thinking Questionnaire (DTQ) and Metacognitions about Desire Thinking Questionnaire (MDTQ) into Turkish among Turkish alcohol users. The study is cross-sectional design. Four hundred alcohol users responded an online survey in order to investigate psychometric properties of DTQ and MCDTQ. Exploratory Factor Analysis, Confirmatory Factor Analysis and also Regression Analysis were conducted. In the study DTQ, MCDTQ, The Alcohol Use Disorders Identification Test (AUDIT), The Hospital Anxiety

and Depression Scale (HADS), Penn Alcohol Craving Scale (PACS), Social Desirability Scale (SDS) were used. Results showed a two-factor structure of DTQ and a three-factor structure for MDTQ as it is in the original versions. Both scales revealed good internal reliability and temporal stability. Social desirability were used as a control variable. Psychometric properties of DTQ and MDTQ were found to be good. The current study also showed that positive and negative metacognitive beliefs about alcohol use is associated with alcohol use in a Turkish Sample. References Caselli, G., & Spada, M. M. (2011). The desire thinking questionnaire: Development and psychometric properties. *Addictive Behaviors*, 36(11), 1061-1067. Caselli, G., & Spada, M. M. (2013). The metacognitions about desire thinking questionnaire: development and psychometric properties. *Journal of Clinical Psychology*, 69(12), 1284-1298.

MEDIATOR ROLE OF PSYCHOLOGICAL FLEXIBILITY IN THE RELATIONSHIP BETWEEN TRAUMATIC GRIEF AND PSYCHOLOGICAL SYMPTOMS

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Background: When a loved person is lost, grief related feelings such as sadness, anxiety, pain and emptiness are inevitably experienced. In general, bereaved people can successfully deal with grieving process over time. However, especially when the loss is traumatic, it can be difficult to adapt to changing life and maintain mental health. In this regard, some of the recent research indicated that the acceptance of such a traumatic event or showing psychological flexibility, which is a main factor of Acceptance and Commitment Therapy (ACT), could be considered as a protective factor against complicated grief and negative psychological symptoms. Therefore, the present study aims at testing whether psychological flexibility is a mediator of the relationship between traumatic grief and negative psychological symptoms in a Turkish sample.

Methods: The sample in the present study consists of 384 bereaved individuals who experienced loss of a significant other (i.e. a parent, child, sibling, or romantic partner etc.) and live in different cities of Turkey. Participants completed Turkish version of Traumatic Grief Inventory-Self Report Version, Acceptance and

Action Questionnaire-II, and Depression, Anxiety and Stress Scale. Psychological flexibility will be measured by Acceptance and Action Questionnaire-II. The mediator role of psychological flexibility in the relationship between traumatic grief and negative psychological symptoms was analyzed with PROCESS macro (Hayes, 2013).

Results: Three separate mediation analyses indicated that psychological flexibility (partially) mediated all relationships between traumatic grief with depression ($\beta = .09, p < .01, 95\%CI = .07, .12, R^2 = .32$), anxiety ($\beta = .07, p < .01, 95\%CI = .06, .10, R^2 = .27$) and stress ($\beta = .08, p < .01, 95\%CI = .06, .10, R^2 = .26$). Psychological flexibility partially explained the relationship between grief intensity and psychological symptoms.

Discussion: Such findings emphasize the critical role of psychological flexibility as a protective factor against to psychological symptoms for bereaved individuals at risk of traumatic grief. In this regard, psychotherapeutic tools of ACT based interventions appear as a new alternative treatment option for bereaved individuals.

THE RELATIONSHIP BETWEEN INTERNET ADDICTION AND EMOTION REGULATION DIFFICULTIES IN ADOLESCENTS: MEDIATOR ROLE OF INTERNET USE FUNCTIONS

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Emotion regulation is defined as the ability to reduce, increase or maintain the emotions of individuals by changing the usual flow of emotions (Gross, 2001; Koole, 2009). On the other hand researches showed that there were relationship between difficulty in emotion regulation and some psychological problems. Internet addiction can be defined as the use of Internet by individuals to disrupt the functionality, lead to excessive mental occupation and reach the situation where control is lost (Young, 1998). The Internet use function shows the individuals for which they use the Internet (e.g. information or friendship) (Kesici and Şahin, 2009). The aim of this study was to determine whether Internet use functions have mediating effect between the difficulty of emotion regulation and Internet addiction in adolescents. The sample of the study consisted of 436 adolescents (girl: 253, boy:183) aged 14-18 years in Turkey. Internet Addiction Scale (IAS), Internet Use Function

Questionnaire (IUFQ- four sub-scales: social, information, leisure time and virtual emotional functions) and Difficulties in Emotion Regulation Scale (DERS) were used to collect data. Results showed that IAS total score was predicted by DERS total score and all of the subscales scores of IUFQ. And results also indicated that social and virtual emotional functions (IUFQ subscales) was significant mediators in the relationship between DERS and IAS total scores. Previously, there were studies that revealed the relationship between emotion regulation and Internet addiction (Yu, Kim & Hay, 2013; Akın, 2014; Casale, Caplan & Fioravanti, 2016). There are also studies on the significance of the relationship between Internet addiction and Internet usage function (Li & Chung, 2006; Kesici & Şahin, 2009). However, there is no research on the mediating effect of Internet usage function between emotion regulation and Internet addiction.

A CIVILIZATIONAL TRACK FOR FUTURE DEVELOPMENT OF RUSSIA THROUGH THE EYES OF RUSSIAN YOUNG PEOPLE

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Media globalization mainstreamed intensification and heartening of communication between countries, and, at the same time, aggravation of conflicts between countries and civilizations. Russia comes to embrace the civilization of Slavic culture-historical type. As N.Ya.Danilevsky put it, its territory, geographically and ethnically, is bordering the western European civilization, on the one hand, and the Asian, eastern civilization on the other. Which track Russia will assume – that depends on civilizational identity of its peoples, and most notably, the young people from different regions of the country. Within the present research we interrogated 260 young people residing in European and Asian parts of the country. Applying the method of psycho-semantic scaling we studied categorical structure of their apprehension of countries which lie within the European civilization, and those within the eastern civilization, as well as the image of Russia, present and future. Processing of results was implemented with the method of factor analysis, followed by correlation analysis of categorical structures of apprehension for all countries in the focus of our

investigation. It was revealed that categorical structure of apprehension of the countries brings out, among others, two factors which describe a civilizational component in their image: the factor of “native – alien” country and that of “western civilization – eastern civilization”. It appears that the youth believes that the eastern civilization is distinguished by spirituality, purity, chastity, originality, and eternity; as for the western civilization, it is described as dissociated, similar to others, earthly, and temporal. It is essential that the image of present-day Russia, for example, in Perm correlates (at the level of 0,05) with that of united Europe (0,333) and China (0,293). The image of future Russia correlates (at the level of 0,01) with that of united Europe (0,750), China (0,548), Japan (0,582), the USA (0,446), and with the image of present-day Russia (0,703). This may lead to a conclusion that the image of future Russia is apprehended by the youth as a combination of features exposed by western and eastern civilizations. Furthermore, the young people admit a third track (individual or native-grown) of evolution for our civilization.

BENEFITS OF MULTIPLE SCLEROSIS AND QUALITY OF LIFE. THE MEDIATING ROLE OF COPING STRATEGIES

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Multiple Sclerosis (MS) is an immune mediated process affecting a person's central nervous system. This illness has a significant impact in social relationships, autonomy, or psychological wellbeing reducing the quality of life of those who suffer the illness. Nevertheless, studies have shown that people with MS may also find positive aspects, or benefits, from the illness. These relate to survival strategies based on the search for meaning aimed towards improving Quality of life (QoL) defined as a subjective and objective feeling of general wellbeing or satisfaction regarding important aspects of one's life. The way people use cognitive and behavioral strategies and mechanisms to try to master, minimize or adapt to stressful situations is termed coping. The aim of this study was to analyze the mediating role of coping strategies in the relationship between perceived benefits of MS and Quality of Life. 250 participants took part in the study with a mean age of 41.74 years (sd = 10,34). Participants answered the following measures: Functional Assessment of Multiple Sclerosis (FAMS) (Cella et al.,1996). The Brief COPE-28 (Carver, 1997: problem based,

emotional based and other coping strategies). The Psychosocial impact of multiple sclerosis (Mohr et al., 1999; only the benefits of MS subscale). SPSS v.24 and Process v. 3 were used in the analysis. Results from the mediation analysis showed that benefits had no direct effect on QoL. Benefits did have a positive significant effect on emotional support, planning and self-distraction, and marginal and positive on acceptance. Acceptance and emotional support had a positive effect on QoL while denial, planning and self-distraction had a negative effect on QoL. Indirect effects of the mediation show that denial had no significant mediating role, and that acceptance and emotional support positively mediated between benefits and QoL improving the latter. Planning and self-distraction negatively mediated the relationship between benefits and QoL. This study shows that the idea that positive growth from MS can improve QoL is only found when emotional, and not problem, based, coping mechanisms, are used. These results render support for flexibility theories regarding the adaptive nature of coping strategies or mechanisms.

CUBES OR PELLETS: HOW MUCH DOES THE STIMULUS MATERIAL INFLUENCE THE GENDER DIFFERENCES IN A MENTAL-ROTATION TEST?

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In a psychometric mental-rotation test (MRT), males mostly outperform females when the stimulus material consists of cube figures. Discussed reasons for these gender differences are hormones, gender-role socialisation, or experience with spatial abilities. Besides these, task characteristics of the test itself, like rotational axis, stimulus material or familiarity with the rotational objects could influence the performance of males and females. To what extent is the stimulus material responsible for these gender differences? In the present study, 92 undergraduate students (age: $M = 20.68$, $SD = 3.11$, 76% females) solved the MRT either with cube figures (C-MRT) or with pellet figures (P-MRT). The P-MRT was structurally equal to the C-MRT with a pellet replacing each cube. Participants had to solve 12 items in 3 minutes and subsequently filled out a questionnaire about their perceived performance. For correctly solved

items, the effect of gender was large for the C-MRT ($F(1,88) = 16.321$; $p = .000$; $\eta^2 = .156$) and small for the P-MRT ($F(1,88) = 4.708$; $p = .033$; $\eta^2 = .051$). For the number of tried items, males significantly outperformed females only in the C-MRT ($F(1,88) = 12.851$; $p = .001$; $\eta^2 = .127$) but not in the P-MRT ($F(1,88) = 2.599$; $p = .111$; $\eta^2 = .029$). In both versions of the test, males rated their performance better than females (C-MRT: $F(1,88) = 11.132$; $p = .001$; $\eta^2 = .112$, P-MRT: $F(1,88) = 6.431$; $p = .013$; $\eta^2 = .068$). Possible reasons for the different performances of males and females in both versions of the test could be the perceived stereotypical nature of the cube and pellet figures or the familiarity with these objects. The stimulus material in a test can influence males and females performance and therefore, should be considered carefully in a test or diagnostic setting.

ANCHORING AND ECO-LABELING EFFECTS ON INFERENCE AND PREFERENCE JUDGEMENTS

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Research has shown that several biases are at play when we make judgements about facts or values. Previous studies investigating the anchoring effect suggest that when a question is asked with a reference value our judgement will be affected by the value. This effect occurs in a variety of different domains. However, is this effect of relevance when we make judgements about products with and without organic labels? It is important to understand the psychological mechanisms that underpin how we make judgements about products with an organic label. A deeper understanding about these effects could potentially be a key to promote sustainable consumer behavior and widen our understanding

of what affects our reasoning in environmental decisions. The aim of the present study is to investigate the interaction between the anchoring and organic labeling effects. In the first experiment the questions were asked as inference questions. In the second experiment the participants answered questions regarding their preferences. In both experiments participants also answered an environmental concern survey with twelve questions. A computer-based questionnaire was used to collect data. The results will be presented at the conference. The present study contributes to the knowledge if an anchor and organic label could influence when we judge and make environmental decisions.

THE EFFECT OF COLOR CONTRAST BETWEEN CENTER AND SURROUND GRATING ON THE TILT ILLUSION

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The orientation of center grating could be misperceived due to the orientation of surrounding gratings. This is an example of the tilt illusion. Some studies have investigated whether color could influence on the tilt illusion. However, the effect of color contrast on tilt illusion confounded with lightness contrast in those studies. In this study, lightness contrast of every color grating is the same. It was investigated whether intensity of the tilt illusion could be changed depending on color contrast and lightness reversal between center and surround gratings. The color of dark parts and light parts in the grating stimuli were different. The hue of the center and surround grating was matched or not matched. The lightness of the center and

surround grating was not reversed or reversed. The results show that the tilt illusion was the largest when hue was matched and lightness was not reversed between center and surround grating. There was no difference in the conditions that hue did not match or lightness was reversed between center and surround grating. In the tilt illusion, it appears to be important that whether center and surround gratings are composed by the same color or not. It seems that both hue and lightness are important factors in orientation perception, but rather than lightness contrast. These results suggest that color contrast can influence on orientation perception independently from lightness contrast.

THE ROLE OF AMBIGUITY IN RECOGNITION OF EMOTIONAL FACIAL EXPRESSIONS ON THE USE OF BODILY CONTEXTUAL INFORMATION

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Recent research has shown that emotion recognition is based not only on facial cues but also on contextual information (body posture, voice, scene...). However, the extent of automatic processing of contextual information and the role of ambiguity in the facial expression is still a plausible question. From this point of view, we tested the effect of body postures at different levels of ambiguity (%25, %50, %75 and %100) with a brief presentation of bodily context. In order to test the effect of context, body postures that are emotionally congruent and incongruent with facial expression were used. Facial and bodily stimuli were selected from three emotion categories (angry, sad, disgust). In the procedure, participants were first presented with emotionally

congruent/incongruent face-body stimuli (33ms); after a visual mask (80ms) the same face stimuli were presented again (150ms) at various levels of ambiguity without body posture. In the test phase, participants had to decide whether the facial stimulus is angry, disgusted or sad. We predicted that the context effect would increase, as the level of ambiguity increased in the facial expression. In addition, recognition of angry facial expressions will be affected more by disgusted body expression (and vice versa) rather than sad body expression. Statistical analyses are still in progress. The results will be discussed within the framework of the physical similarity approach of emotions.

RELATIONSHIP BETWEEN MINDFULNESS AND ABSTINENCE EFFICACY IN ALCOHOLICS: MEDIATING EFFECTS OF EMOTIONAL PERCEPTION CLARITY AND MEANING OF LIFE

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This study examined the mediating effects of emotional perception clarity and meaning of life in the relationship between mindfulness and abstinence efficacy. For this study, a total of 180 alcoholics inpatients (mean age=49.13, SD=10.88), 129 males (mean age=50.02, SD=10.62) and 51 females (mean age=46.88, SD=11.31) participated in the survey. The data were analyzed using correlation and multiple regression analysis. The results of this study were as follows: First, mindfulness and abstinence efficacy ($r = .35, p < .01$), meaning of life and abstinence efficacy ($r = .58, p < .01$), emotional perception clarity and abstinence efficacy ($r = .48, p < .01$), emotional perception clarity and meaning of life ($r = .56, p < .01$), emotion recognition clarity

and mindfulness ($r = .51, p < .00$), mindfulness and meaning of life ($r = .40, p < .01$) were significantly correlated. And mindfulness ($\beta = .345, p < .001$), emotional perception clarity ($\beta = .199, p < .05$) and meaning of life ($\beta = .447, p < .001$) showed significant mediating effects on relationship between mindfulness and abstinence efficacy (sobel-test: $Z = 1.730, p < .05$). This study clarified the relationship between mindfulness and abstinence efficacy and the mediating variables, thus suggest therapeutic implications of the role and pathway of mindfulness, emotional perception and meaning of life in order to increase abstinence efficacy in alcoholic patients.

CHARACTERISTICS OF PSYCHOLOGICAL EFFECT ON FOLLOWERS OF DESTRUCTIVE CULTS

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In today's world, the issue of totalitarianism as a form of spiritual and psychological violence, which is based on a variety of techniques that let one control and subdue a large number of people, is still relevant. This is true both with respect to the political regimes and individual communities, among which a special place is occupied by destructive cults. In order to find the specific ways of psychological effect on the followers, we analyzed the speech utterances of cult leaders based on recordings made during the service, and the texts of the weekly newspaper, published by the cult. The content analysis was selected as the main method. The results showed that the

methods implemented by the cult leaders directly and indirectly (in the press), in general, are different. But they complement each other and collectively make it possible to keep the followers in cult. The newspaper provides a preparatory stage for it, while preaching is designed to consolidate the effect. They create a sense of chosenness and belonging to the community at the expense of repetitions, imperative utterances, and others. The results give a better understanding of the specific effect on the mass consciousness under totalitarianism and a more meaningful approach to the psychological rehabilitation of its victims.

DYNAMICS OF THE SELF-ASSESSMENT OF SCHOOL STUDENTS OF 6-10 YEARS DUE TO THEIR SATISFACTION WITH THE SOCIAL SITUATION OF DEVELOPMENT

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The self-assessment of children of younger school age changes throughout training at elementary school, in many respects depends on achievements in training and the developing person for this age a social situation of development: significant for people around is what pupil is the younger schooler student. Research objective is identification of features of dynamics of a self-assessment of children of 6-10 years that corresponds to 1-3 classes of comprehensive school, in connection with satisfaction of their age requirements. The scaling method was applied to achievement of a goal: a technique of studying of a self-assessment Dembo-Rubenstein and a technique "Gold age" of Z. Zazzo in modification A.M. Prikhozhan. Results are received by means of the quantitative and qualitative analysis, nonparametric criterion of Kraskella-Uolis, percentage calculations. Self-assessment indicators in all classes very high: values of a median more than 90. To the third class some decrease is planned, but they are in high range. The most significant parameters of a self-assessment are allocated: themselves pupils

highly appreciate in the "Friends" parameter 1st and 3rd classes, pupils of 2nd class estimate "Mood"; conditionally low self-assessment in the "Accuracy" parameter – in 1 class, "Health" – in the 2nd class, "Mind" – in the 3rd class. Identification with age: in 1st class of 30.9% of elections in the long-term future, 18.2% – coincidence with age, 16.4% in the near future. In the 2nd class: a tendency to choose the age which is brought closer to the – 22.5% and 13.5%, but also elections of age significantly younger – 15.3% appear. In the 3rd class the choice of age approaches the – 14.8% and 40.7% and coincides – 18.5%. It is shown that become the main socially caused personally significant qualities accuracy, ability to be on friendly terms, good mood. A self-assessment correspond to adaptation to school requirements, further satisfaction of age requirements with a social situation of development and to the 3rd class – the maximum approach to the age and increase in criticality concerning assessment of the qualities. The received results can be used by teachers, psychologists and parents of pupils of 1-3 classes.

ADAPTATION AND VALIDATION OF THE TURKISH VERSION OF EMOTIONAL PROCESSING SCALE (EPS25)

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Emotional processing is firstly described by Rachman (1980) as "a process whereby emotional disturbances are absorbed and decline to the extent that other experiences and behavior can proceed without disruption". Although interest on research about role of emotional processing for clinical field has been increasing, Baker et al. (2007) highlighted that there is a lack of psychometrically comprehensive assessment tool and in Turkish literature, there has no available scale to measure emotional processing. Thus, the aim of this study is to adapt EPS25 for the Turkish population and to test psychometric properties of the scale. To test assessment of reliability, Internal consistency was tested by Cronbach's alpha coefficient and "test-re-test" procedure was applied. Turkish Version of Twenty-Item Toronto Alexithymia Scale and the Turkish version of Courtauld Emotional Control Scale and Turkish Version of Brief Symptom

Inventory were used to test validity. Data collecting process is still going on. Preliminary data analysis was undertaken using SPSS Version 23 and LISREL software was used to perform confirmatory factor analysis. 243 undergraduate students from various department were recruited. Mean age of the participants was 21.3 and 57.4% were female (n=139) and 42.6% (n=103) were male. Reliability was tested using Cronbach's Alpha internal-consistency coefficient and structure validity was assessed with exploratory factor analysis. Internal consistency of five factors was ranged between .57 and .86. It was found that factor structure of the Turkish form of scale consisted with original instrument. In conclusion, adaptation of EPS25 for use in Turkey was successful. The instrument can be used in Turkey as long as its limitations are recognized.

THE RELATIONSHIPS AMONG PARENT-CHILD RELATIONSHIP BELIEFS AND OBEDIENCE BEHAVIORS IN DIFFERENT PARENTAL EMOTIONAL BLACKMAIL TACTICS

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The purpose of this study is to explore the effect of parent-child relationship beliefs emotional blackmail tactic on obedience behavior in career planning/marriage decision-making situations. Susan Forward (1998) indicated that emotional blackmail was defined as the strategy people use to force their family members, partners and close friends to do what they want. The effect of emotional blackmail could be moderated by children's belief about life origin. Chen (2018) proposed two kinds of parent-child relationship beliefs: the belief of life origin stated that parents were origins of children's life; the unity view of life stated that parents and their children were unity. Those who scored high in belief of life origin and unity view of life would be more inclined to succumb to pressure of parental emotional blackmail. Research design was a 2 x 2 x 2 completely between-subject design. The independent variables included two kinds of parent-child beliefs (the belief of life origin/the unity view of life), situations (career

planning/marriage), and parental emotional blackmail tactics (evoking child's debt for parents / breaking up with child). The dependent variables were obedience behaviors (verbal obedience/ decision obedience). Convenience sampling was conducted and recruited 251 participants, including 62 males and 189 females, 106 married and 137 unmarried. The average age of participants was 36.87 years old. The results showed that decision obedience was more likely when parents used breaking-up-with-child tactic than evoking-child's-debt-for-parents tactic. Individuals with high unity view of life were more likely to perform decision obedience than those with low unity view of life. It was found that on marriage situation, both verbal and decision obedience of the high unity view of life group were higher than that of lower group. Decision obedience of low unity view of life group were higher in career situation than in marriage situation.

SPECIFICITY OF BRAIN ACTIVITY IN RESPONSE TO ACOUSTIC STIMULATION

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This work is devoted to the search of the mechanisms of music's influence on human organism. Key feature of our approach is the isolated variation of one-two characteristics of sound while experimental control of all of the other. Affect of the primitive rhythms (pulsations) on CNS was measured by EEG. Six stimuli (adapted from Almayev and Skorik, 2015) those varied both in tempo and loudness were administered quasi randomly to 26 persons (12 male, 14 female). Duration of active phase of all stimuli was 100 msec, while pauses were 100, 500 and 1200 msec, the levels of loudness were 90 dB and 70 dB, duration of whole stimulus 33 sec. Stimuli got numbers 1 (100 msec pause, 90 dB), 2 (500 msec, 90 dB), 3 (1200 msec, 90 dB), 4 (100 msec., 70 dB), 5 (500 msec, 70 dB) and 6 (1200 msec, 70 dB). EEG was registered by Mitsar 202 encephalograph, according to 10-20 scheme. Below only comparisons of the power of EEG signals at each electrode during the whole

sound administration are presented. Delta rhythm dominates in frontal area FP1, FPZ, FP2 especially during presentation of stimulus 2. Theta rhythm is the most powerful during the presentation of stimuli 4 and 5 at FZ, CZ, PZ, FPZ, F3 and FP1. Alfa rhythm is the most prominent while stimulus 3 especially at PZ, P3, P4 and O2. Beta1 rhythm is expectedly connected to stimulus 1 (that produces the greatest subjective tension) but only at F8 and T3 (4-3 times greater than the other stimuli). Beta2 rhythm has its top at T6 and FPZ during presentation of the stimulus 5, at O1 while stimuli 2 and 5 (same tempo but different loudness), stimuli 2, 3 and 5 at O2. Pattern of Gamma rhythm activity is generally close to that of Beta 2 rhythm. Even most primitive acoustic stimuli varying in tempo and loudness cause rather specific differences in brain activity. This work was supported by RFBR grant 16-06-00487

PSYCHOLOGY OF LOVE IN ST. AUGUSTINE'S "CONFESSIONS" AND THE HERMENEUTICS OF L. WITTGENSTEIN'S FUNCTIONS "F(F)"

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The aim is to show the disintegration of a personality by analyzing the fragment of "Confession" by St Augustine. It allows us to come from the phenomenological description of personality transformation process to means of psychological defense. By solving the questions of love St Augustine uses hidden rhetorical constructions, which reflect his emotional processes in the most adequate way. They should be analyzed and clarified. The psychological aspect of this transformation can be reconstructed from that part of "Confession" where Augustine describes his Carthage impressions. He suffers psychological chaos: he "ran into love", "loving love". Augustine finally summarizes these impressions by saying "I loved not yet, yet I loved to love". So, "I love you" is normal expression. By strengthening the predicate we come to formula "I love love you". But these two phrases are totally different, because the hidden meaning of the second one is denying the first one. If we continue to

strengthen it we come to formula "I love, love, love..." and it is what Augustine meant by saying "I loved to love", thesis becomes antithesis and that is the circle – $F(f)$. Wittgenstein wrote in "Tractatus Logico-philosophicus" (in German 1921, in English 1922; revised 1933, 1961): "3.333. A function cannot be its own argument, because the functional sign already contains the prototype of its own argument and it cannot contain itself" – $F(f)$. This thesis was discussed in detail by H. Mounce (1981), V. Rudnev (2005), M. Morris (2008). In "Remarks on the Foundations of Mathematics" (1942) Wittgenstein returns to this topic. For the description of this contradiction Wittgenstein proposes a kind of function: " $F(F)$, where $F(\xi) = -\xi(\xi)$ ". It is "a shimmering concept". Contradiction is part of logical symbolism, but topologically, the figures of contradictions, which use Augustine and Wittgenstein are different. They describe a variety of psychological processes.

DEVELOPMENT AND VALIDATION OF THE ONLINE DISINHIBITION SCALE

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Online disinhibition is proven to contribute to various abusive actions in online communication such as cyberbullying, flaming, etc. But online disinhibition scales (ODS) have been developed and validated with adolescent samples, which need to be an area for further clarification if used in adult samples. This study aims to develop and validate ODS that can be used in adulthood and work environments. This study carried out

exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) using a sample of 227 Indonesian workers in early adulthood (mean age 32.87). EFA yielded two factors subsequently named 'benign disinhibition' and 'toxic disinhibition'. Results from CFA supported the acceptable two factor solution and model fit.

THE SPECIFICS OF THE COGNITIVE DEVELOPMENT OF PRESCHOOLERS ATTENDING VARIOUS TYPES OF PRESCHOOL INSTITUTIONS

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In modern psychology the basic concepts defining success of cognitive activity of the person are such concepts as intelligence, creativity and abilities. The creative heritage of Russian and foreign psychologists on research of the problem of intelligence and creativity is great and manifold. The object of an empirical research were children of 5-6 years attending municipal preschool educational institutions of Rostov-on-Don that are working according to the educational program of preschool education "From birth to school" (N.E. Veraksa, T.S. Komarova, M.A. Vasilyeva) and the preschool children of 5-6 years attending private preschool developing children's centers working on M. Montessori's system and not attending educational institutions of other types. As methodical tools Wexler's test (children's version) and the test of creativity of E.P. Torrence have been used. Empirical indicators on the studied intelligence scales in group of the preschool children attending municipal preschool

institutions (MBPEI) are higher, than with the preschool children attending the private developing children's centers (CC). According to the analysis of intelligence and creativity of the senior preschool children attending the children's developing center and kindergarten, it is possible to draw the following conclusions: There are significant differences in empirical indicators of intelligence between the preschool children visiting MBPEI and their peers attending the children's developing center. The senior preschool children attending the children's developing center have average and above an average the levels of development of creativity and intellectual activity. The senior preschool children attending kindergarten have the average level of creativity and intellectual activity. There are significant distinctions in creativity indicators "Flexibility" and "Originality" between the senior preschool children visiting the children's developing center and the senior preschool children attending kindergarten.

THE ROLE OF PERSONAL QUALITIES OF A TEACHER IN THE DEVELOPMENT OF SCHOOLCHILDRENS GIFTED

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Long-term research giftedness shows that every child can be potentially gifted, as under favorable conditions, hidden reserves develop and turn into real abilities. At the same time, adverse environmental conditions, even with pronounced inclinations, can negate all their possible manifestations. A. Maslow (1958) wrote that giftedness is a creative orientation, inherent in everyone, but lost by the majority under the influence of the environment. G.V. Plekhanov (1956) said that talents are everywhere and always, where and when there are social conditions favorable to their development. L.S. Vygotsky (1997) regards children's giftedness as "the ability to be creative," which is genetically determined, developed in the relevant activity or degraded in its absence. Modern studies also emphasize the role of the teacher in the educational process. It is noted that an important task of the teacher is the organization of active independent cognitive activity, the creation of conditions conducive to the disclosure of students' potential opportunities, the development of their creative abilities. Since the starting point for the development of giftedness

is learning, of particular importance is the teacher, who is an integral part of the environment, contributing to finding an individual way, peculiar only to this child the way of development of his talents. A huge role here is played by the personal characteristics of the teacher. The purpose of this study was to study schoolchildren's perceptions about the personal characteristics of a teacher who is able to develop students, creative abilities and the ability to think in a non-standard way. The research sample consisted of 48 pupils of 9 classes of a comprehensive school. The research method is testing (personal semantic differential), statistical data processing was carried out by counting the Pearson rank correlation coefficient. According to the results of the study, personal profiles of a teacher promoting the development of creative potential and the ability of the schoolchildren not to think in a standard way, and a teacher hindering this, were compiled. The authors (material) – the winners of the Scholarship program of Vladimir Potanin 2017/2018 (contract grant No. GSGC- 60/18).

CINEMA AS A DYNAMIC SYSTEM OF PERCEPTION OF VISUAL IMAGES

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Cinema combines two forms: image and text. During process of film perception, there are interaction of film narrative, spectator's personal experience and the cultural and historical context as well. The spectator's understanding of common sense and everyday realities have an important role in process of film perception. To get an idea of the interaction of simultaneous perception of video sequence and sound, spectator has to be placed in a historical context. General psychological structure of perception could also not be ignored. A simple assessment of the images's visual characteristics reduces the task, turning the variety of perception processes to physical characteristics. To get an idea of the process of film perception, it's necessary to take into account what functions the film's visual component performed in the system of spectator's views. The main method of cinema is film editing as a way of organizing visual attention. Aims of film editing: capture, organization and direction of spectator's sight; focusing of spectator's attention; removal of unnecessary material; drawing spectator's attraction by high-rapid video. Process of film

perception includes voluntary and involuntary perception. Involuntary attention focuses spectator's sight at something unusual: loud sounds, sudden movements, unusual clothes, etc. Voluntary attention is associated with a spectator's personality: during watching film he relies on his expectations and therefore focuses his attention on those elements of film which interest him. Using cinematographic techniques (such as the "close-up") director transforms spectator's involuntary attention into voluntary: he forces spectator to focus on things he would not pay attention to in normal circumstances. Spectator's attention and perception which were organized by director line up images in space and time in order to discover the point of their interconnection and to take a complete story. The image and its perception have an otherwise status in cinema. Image in cinema is an analogue of sign in cultural-historical psychology, it reveals the symbolic meaning of objects and connections between them in the story. The sign characterizes the causal relationship of things, and the image gives only an idea of them, without using strict causal relationships.

MARKERS OF CHILD COMMUNICATION SIGNALS: BEHAVIORAL ASPECT

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We observe a current surge in research activities focusing on studying the interaction by video recordings and observation scales. The NCAST (Nursing Child Assessment Satellite Training) evaluation of parent-child interaction studies the ability to produce clear and clean signals to adults (Thomas J.C., Letourneau N., Campbell T.S., 2017). The MACI (Manchester Assessment of Caregiver-Infant) scale notes child behavior by three variables: child's attentiveness to a parent, child's positive affect, and child's vivacity (Green J., Pickles A., Pasco G., Bedford R., Wan M.W., 2017). In Russia, one of the most advanced and sophisticated methods of standardized observation of adult-child interaction is the approach developed at the School of Ontogenesis of Communication by Maya I. Lisina (Lisina, 1986, 2009; Smirnova, Galiguzova, Ermolova, Meshcheryakova, 2002). The aim of the study was to observe toddler communication signals during spontaneous playing to build a system of evaluation metrics and define the dynamics of the intensity of the signal to the significant adult. Toddler communication signals were assessed using the Evaluation of Child-

Parent Interaction (ECPI) technique (Galasyuk, Shinina, 2017, 2018). The research spanned over 60 families with toddlers and included ethical conventions with parents. The data from the analysis of video recordings were processed with Observer XT-14 software. Age features enable us to define two main lines of toddler behavior aimed at communication with adults and at substantive activity. Toddler behavior was coded in two ways. First, for Child-Object Communication Signals, five markers for the evaluation of a toddler's independent investigative activity towards an object were suggested. Second, Child-Object-Adult Communication Signals were examined using five markers for the evaluation of a child's signals aimed at interaction with an adult. The research shows the effect of responsiveness of the significant adult on a child's being independent and initiative, and on the intensity of the crisis of three years. The research resulted in a system of metrics for evaluation of child communication signals enabling the assessment of intensity of signals by toddlers in interaction with the significant adult using various parameters.

PRODUCTIVE SPEECH AND THINKING FEATURES IN ADOLESCENTS WITH SCHIZOPHRENIA AND THEIR NORMOTYPAL PEERS

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The problem of differential diagnosis of pubertal crisis and endogenous psychic diseases, especially schizophrenia is quite acute for adolescence age (Iovchuk et al., 2006). Active puberty may cause an increase of negative and positive symptoms of disease. A number of studies have shown that adolescents with schizophrenia and their normative peers come closer along the profile of cognitive functioning, the selectivity of cognitive activity (Zvereva et al., 2014), depending on the severity of the disease. The aim of present study is to identify and specify the productive speech and thinking in schizophrenia of adolescent age. The local aim was also to form the standard normative data for the "Syllabic technique" – method used for the study (Kritskaja, 1966). The "Syllabic technique" used, created on methodological basis of Russian pathopsychology school. It consists of 50 verbal stimuli, 30 are two-letter, 20 are three-letter syllables which presented verbally with instruction "Complete the proposed syllable so that the word appears". The following parameters used: standard coefficient (SC), latent response

time (LRT). Sample: 42 patients (DS: F20.xx, F21.xx), mean age – 14, 2; 48 normotypal peers, mean age – 14,3. To analyze the data obtained the t-criteria used (software – IBM SPSS 21). All parameters analyzed separately for two-letter (SC_1, LRT_1), three-letter blocks (SC_2, LRT_2) and in general (SC_g, LRT_g). In two-letter block SC_1, (avg. = 0.65, 0.35; $t=14.6$; $p\leq 0.01$), LRT_1 (avg. = 3,17, 2.76; $t=1.3$, $p\leq 0.05$), as we see standard coefficient differences significantly, rather than latent response time not differ significantly. In three-letter block we have SC_2 (avg.= 0.68, 0.35; $t=15.4$; $p\leq 0.01$), LRT_2 (avg.= 4,20, 3.10; $t=8.3$; $p\leq 0.01$), here we can see significant differences in both parameters. In SC_g and LRT_g data are $t=5.7$; $p\leq 0.01$, which is significant and $t=2$, which is uncertain. According to the data, it was shown that in adolescents with schizophrenia, the productivity of speech expression is reduce and there is less amount of standard response. One of the possible reasons may be the lack of actualization of language connections based on past experience, previously identified in adult patients

CATEGORICAL PERCEPTION OF EMOTIONAL EXPRESSIONS: KEY RESULTS

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Existing studies of the categorical perception of facial expressions give mixed results. Expected maximum of accuracy in ABX discrimination task is ill-conditioned and only partially explained by results of identification task. Additional analysis of the results of research (5 experiments, up to 500 subjects, different stimulus sets) show the following important results. 1. Categories, related to facial expressions are experiential prototypical, according to E. Rosh theory, not categories, defined by feature set. The position of the border between categories varies individually. 2. Perceptual category prototypes show the perceptual magnet effect. In discrimination task it, expressed in preferred choice of the answers, more similar to the prototype. For the pair of images (A, B) in ABX discrimination task this effect may be expressed as $Kerr = (N_{err_B} - N_{err_A}) / (N_{err_A} + N_{err_B})$. Here N_{err_A} is number of error answers A and N_{err_B} is number of error answers B. Distribution of Kerr on a row of stimulus in discrimination task is approximately slant line (significantly less than 0 on one side of row and significantly greater than 0 on other side). 3. Perceptual category

prototypes may differ in perceptual magnet "strength". Relative "strength" of the pair of prototypes may be measured directly in special variant of discrimination task. 4. Discrimination task may be solved, based not only on face on the whole, but on the partial features of face. The way of processing related to analytical / holistic style of perception. 5. Morphing, as procedure of construction of transitional row of stimulus, produce stimulus, equidistant in sense of point-to-point differences between images (Pearson correlation). In the same time discrimination efficiency of stimulus related to generalized differences (global and intermediate wavelet coefficients). 6. Conditions of discrimination task are specially established to reach efficiency slightly exceeding choice level. For different participants the level of difficulty may vary. Generally, we believe, that the perception of facial expressions directed to individually specific communication signals, not universal.

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THE MODERATOR ROLE OF JUST WORLD BELIEF ON RELATION BETWEEN EMOTIONAL DISCLOSURE AND VICTIM BLAMING

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Belief in a just world theory emphasizes that people want to perceive the world as a fair place. In this regard, they tend to think good things happen to good people and bad things happen to bad people (Lerner, 1980). This perspective is closely related to victim blaming. In the literature, there are findings supporting that just world belief predicts the judgements toward the victim (Pinciotti & Orcutt, 2017). More specifically there is evidence that high just World belief predicts negative judgements toward the victim from men and low just World belief predicts negative judgements toward the victim from women (Kleinke & Meyer, 1990). On the other hand, studies support that emotional disclosure can prevent victim blaming and it reduces blaming of victims across genders (Harber, Podolski, & Williams, 2015). In the light of these studies, we

hypothesized that there is a moderator role of just world belief on the relationship between emotional disclosure and victim blaming. To test this relationship, we will conduct moderation analysis (see, Hayes' Process Model 1, 2018). To identify the level of just world belief, we use the Turkish version of Belief in a Just World Scale (Şahin, 2005) and to assess emotional disclosure, we use The Emotional Self-Disclosure Scale (Snell, Miller, & Belk, 2013). Victim blaming is measured through the scenarios. Analyzes are currently conducted. According to expected results, we think that high emotional disclosure will predict low victim blaming in the Turkish sample, however, we expect that the effect of victim blaming will increase when just world belief increases. The results will be discussed according to the literature.

ROOT CAUSE ANALYSIS OF AIR FRANCE FLIGHT 447 ACCIDENT (1 JUNE 2009)

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Air accidents are extremely rare events and aviation is the safest mode of transportation. On the other hand, the risk is always present whenever any flights take place (Janic, 2000). Therefore, even identifying the main causes of one accident could be very critical for preventing future crashes that could occur at any point and any time. Therefore, the aim of this study is to investigate the root causes of one of the deadliest accidents in the history of Air France that 228 occupants including the crew and the passengers lost their lives– Accident of Air France Flight 447 in 2009. The root causes investigation started with detecting problem and the information gathered through official reports and media was examined via timeline and information mapping tools. After this step, the possible causes were investigated in terms of environmental, vehicle and human-related factors. The problems were detected as pitot

tube blockage, improper actions of pilots in an emergency situation and task sharing problems of the crew. In order to find root causes behind these problems, 2 type of root cause analysis were used – 5 Why Technique and then Fish Bone Technique. The results showed that mainly human factors dominated the problems related to accident causations and there was human-related improper actions even behind the mechanical failures. Therefore, at the end of this analysis, it could be said that the needs of the crew should be always evaluated in detail by the organizations. Moreover, training and instructions should be clear and adequate in order to support human-machine interaction, especially during emergency situations. Lastly, hierarchical relationships could have negative effects on the appropriate behaviors of the crew members in emergency situations.

DIALOGUE WITH A PUPPET AS A MEANS OF THE DEVELOPMENT OF INDIVIDUALITY AND "I-IMAGE"

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Childhood is a special period of human life. In exactly this period of his life a person discovers his individuality, his "inner world" and "the other", "I-image". The discovery of one's own image, one's own individuality, takes place by comparing oneself with other significant images, one of which is a doll. In their statements, the children talk about the preference for the following hero dolls: "I want to be like Diana-psychotic, she's crazy, she's killing children", "I want to be like Leather face: he's strong, angry and mad", "I want to be like Barbie – she is skinny and beautiful ", etc. Such toy dolls contain the danger of programming destructive forms of behavior and attitudes towards oneself and the world. A doll is the image of a person in culture. It's a bearers of a sociocultural sample as a system of values, as measures (principals) according to which a person makes his own life- path (N.Ya.

Bolshunova). Therefore, it is very important what samples a child masters, what values he makes for himself significant. In our experimental study in games with children of preschool age, we began to use dolls: "Zabotushka", "Dobrynyushka." The doll "Zabotushka" keeps the warmth of the relationship between the child and the mother, teaches the child to take care of his family, relatives, and friends. "Dobrynyushka" is the image of the father, stability, spiritual security of the child in the world. Thus, through the dialogue with the doll, the child answers the question about the main thing – what is good, conscience, truth, how he has to act in a certain situation. The doll's image sets the system of reference points in the life of the child. The doll is a carrier of spiritual and moral meanings, and also the basis of individual development and modeling of man's own image.

CLASSICAL BALLET LESSONS AS PROTECTION FOR COGNITIVE AND PHYSICAL DECLINE

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The whole aging process carries a number of cognitive and physical declines. Balance, movement, and physical resistance impoverishment are commonly observed along with attention and memory decline. Although considered normal for aging, these deterioration directly impact the quality of life of elderly people. Studies have shown that the practice of regular physical activities can improve up or maintain these cognitive functions as well as the physical. The objective of this study was to evaluate the effects of classical ballet lessons over physical, cognitive and emotional aspects in healthy elderly women. The study was approved under the University Ethical Guidelines Committee. Thirty-one participants from 60 to 80 years-old were randomly arranged in two groups to receive classical ballet lessons (n=20), and perform assisted walking (n=11). Both group activities happened simultaneously for nine weeks, twice a week, and one hour per session. The data was analyzed comparing both groups and within repeated measures ANOVA. Cognitive and physical effects were assessed through the following tests (applied in two time points): Rivermead Behavioral Memory Test (version A &

B; p=0.001 both groups improved), Cambraia Concentrated Attention Test (Ballet= CCAT1=-1.60 ≠ CCAT2= -0.81; p=0.05; no ≠ between groups p=0.42), Rey Auditory Verbal Learning Test (Ballet: A1= -0.76 ≠ -0.50; p=0.001; no ≠ between groups p=0.39), Geriatric Depression Scale (Ballet= 2.3 ≠ 1.35; p=0.03; no ≠ between groups p=0.35). In the physical assessment the Time Up and Go (Walking TUG1= 8.618 ≠ TUG2= 7.583; p=0.013), Berg Balance Scale (both groups improved p=0.005), and Functional Reach Test (both groups improved p=0.009). The results showed that both activities provided benefits to physical balance and to cognition improving the ability to memorize. This study points out to a possible efficacy of classical ballet practice for maintenance of cognitive function in elderly people. The ballet activity has specific characteristics which involve spatial control, attention to body balance and focus on body movement and force. Besides, the ballet group was formed by untrained participants. In contrast, the walking goes up on aerobic function and reduced cognitive effort to be performed since the walkers were certainly more familiar to such activity.

THE EFFECTS OF PERCEIVED PARENTAL ACCEPTANCE-REJECTION AND COGNITIVE EMOTION REGULATION STRATEGIES ON THE DEPRESSIVE AND ANXIETY SYMPTOMS

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Perceived parental rejection was found to be related with different kinds of psychopathology, such as depression, anxiety and behavioral problems (Rohner, Khaleque, & Cournoyer, 2005). On the other hand, cognitive emotion regulation strategies were found to be related with depressive and anxiety symptoms (Garnefski, Kraaij, & Spinhoven, 2001; Martin, & Dahlen, 2005). However, how cognitive emotion regulation strategies contribute to the association between parental acceptance-rejection and depressive and anxiety symptoms have not been well-addressed in the literature. The aim of the current study is to examine the mediator role of cognitive emotion regulation strategies between parental acceptance-rejection and depressive and anxiety symptoms. Participants are planned to consist of approximately 500 undergraduate university students from different fields and levels in Turkey. Adult Parental Acceptance/Rejection Questionnaire (Short Form), Cognitive Emotion Regulation Questionnaire, Beck Depression Inventory, Trait Anxiety Subscale of the State-Trait Anxiety Inventory and a Socio-demographic form are used to collect data. Data collection process of the study is still in progress. First of all it was hypothesized that there were significant positive

correlations between the perceived parental rejection and the depressive and anxiety symptoms, and also between maladaptive cognitive emotion regulation strategies and the depressive and anxiety symptoms. In addition, it was hypothesized that maladaptive cognitive emotion regulation strategies mediated the relationship between parental rejection and the depressive and anxiety symptoms. The findings will be discussed in terms of related literature. It can provide valuable information to the clinicians to focus on maladaptive cognitive emotion regulation strategies for the treatment or prevention of depressive and anxiety symptoms. References: Garnefski, N., Kraaij, V., & Spinhoven, P. (2001). Negative life events, cognitive emotion regulation and emotional problems. *Personality and Individual differences*, 30(8), 1311-1327. Martin, R. C., & Dahlen, E. R. (2005). Cognitive emotion regulation in the prediction of depression, anxiety, stress, and anger. *Personality and individual differences*, 39(7), 1249-1260. Rohner, R. P., Khaleque, A., & Cournoyer, D. E. (2005). Parental acceptance-rejection: Theory, methods, cross-cultural evidence, and implications. *Ethos*, 33(3), 299-334.

IMMERSIVE VIRTUAL REALITY EFFECTS ON BALANCE AND COGNITION IN PARKINSON'S DISEASE

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Parkinson's disease is a neurodegenerative disorder that disrupt the postural control and mobility of the patients. In addition to the typically characterized motor symptoms (bradykinesia, rigidity and resting tremor), it also manifests cognitive disturbances and dysfunctional behaviors that need to be properly managed. The best therapeutic approach for this condition is the combination of pharmacotherapy and physiotherapy at a regular basis. In this context, virtual reality can be used as an additional rehabilitating tool that adds technological value to the traditional approaches. The aim of this study was to evaluate the effects of a training using virtual reality as a strategy to rehabilitate the balance, motor coordination and gait of patients with Parkinson's disease. Twenty-three patients were randomized to receive one of three training protocols. The experimental group (n = 11) was exposed to a training using immersive virtual reality glasses where they had to walk on a virtual "tightrope". The lecture group (n = 6) received educational sessions on how to avoid falls and ways to improve their physical condition. Finally, the control group (n = 6)

attended their regular controls at the neurologist's office. All participants were assessed pre and post training using 8 instruments. The Mini-Mental State Examination (MMSE), subscale of the State-Trait Anxiety Inventory (STAI) and the Rivermead Behavioral Memory Test (RBMT) were used to assess the cognitive status while the Hoehn & Yahr scale, scale Berg, Timed Up and Go Test (TUG), Walk 10 meter test, Unified Parkinson's Disease Rating Scale III (UPDRS III) assessed the balance, coordination and gait. The results showed no significant difference between the three groups on the cognitive assessments. Contrarily, there was a significant difference between the experimental group and the other training groups in the walk 10 meters test and the UPDRS III. In conclusion, patients in the experimental group showed a better motor feedback level compared to the lecture and the control group. Considering that Parkinson's disease is greatly complex, it is advisable to increase the sample size in future studies to further clarify the complex relationship between the disease and neurological dysfunctions observed.

CONTRIBUTING FACTORS TO DEPRESSIVE SYMPTOMS: ALIENATION AND INTERPERSONAL SENSITIVITY

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Alienation, in general, is a sense of alienation from society (Nettler, 1957). Alienation, which means that the person is splitting from the environment and the process, has generally been studied in the fields of sociology and work life (Seeman, 1959; Bansal, 2017). However, it can be said that alienation within the society can cause or strengthened the feeling of isolation and loneliness in depression. However, interpersonal sensitivity, which is not only alienation but also an individual factor, can thought to be determinant in this negative affect. Interpersonal sensitivity is a situation which causes to misinterpret such as believing s/he does not care behaviors of others in interpersonal relations. (Boyce and Parker, 1989). Therefore, the negative affect of people may be caused by their own interpretation and the level of commitment to society. In this respect, this study aims to investigate the effects of environmental and individual factors on depression. Data were collected from 406 (%19 male) undergraduate students. To measure alienation, depression and the hyper sensitivity to interpersonal situations

"Interpersonal Sensitivity Measure (IPSM) which is developed by Boyce and Parker (1989)", "Alienation Scale developed by Dean (1961)" and "Beck Depression Inventory (BDI) developed by Beck (1961)" are used. Regression analysis are conducted in order to determine the role of alienation and interpersonal sensitivity on depression. Results of the analysis showed that all three dimensions of alienation (powerlessness, normlessness and social isolation) and two dimension of interpersonal sensitivity (interpersonal worry and dependency, low self-esteem; except unassertive interpersonal behaviour) significantly predicted to depression. ($R^2=.37$, $F(6, 399) = 40.25$, $p < .001$). It can be inferred from this result not only the personal sensitivity but also the social connectedness can contribute the depressive symptoms. Social alienation could be related with political or economic welfare, for this reason the peculiar role of interpersonal sensitivity should be investigated to treat depressive symptoms in non-changeable environment.

FEATURES OF CAREER CHOICE OF WORKING AND UNEMPLOYED YOUNG PEOPLE WITH DIFFERENT SEVERITY OF THEIR PERSONAL MATURITY OR PERSONAL IMMATURITY

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In modern society very important for youth is the career choice. For this category of people career choice is of great importance, because it affects the further development of their personality, forms their life and determines the future way of life of the youth of the country. The intellectual potential of the country will depend on how correct the career choice will be for youth, conscious and meaningful, independent and confident. All this actualizes the problem of studying career choices of working and unemployed youth taking into account their personal maturity/immaturity in the modern world. In the framework of this study, career choice is understood as a different degree of conscious process of personal decision-making about a career content – professional skills, vocation, remuneration, new positions, superiors, people around them, etc. In psychology, they consider career choice as the main life choice of a person (E.A.Klimov, A.A.Komlev, L.M.Mitina, N. S. Prjazhnikov, A.Maslow), the characteristics features of career choice depending on the respondents gender are studied (S.T.Canarian, L.A.Zaitseva, O.M.Razumnikova, D.A.Luzzo), the meaningfulness and independence of life choice in connection with the subject age are considered

(A.L.Schebetova), and also studied the dependence of the uniqueness of life the personality of its maturity (D.A.Leontiev, V.I.Nikolaev, N.V.Pilipko, K.Rogers). The research purpose was to study the career choice features of working and unemployed youth with different severity of a particular type of personal maturity/immaturity. The sample consisted of 165 respondents, unemployed school graduates (n=79) and working graduates (n=86) aged 16-22 years. The study used the diagnostic method and the survey method (questionnaire), statistical methods (factor and correlation analyses, criteria: binomial, Wilcoxon, Mann-Whitney). The study results revealed of the personal maturity / immaturity types in working and unemployed youth ("social and emotional maturity", "maturity as awareness of their social roles", "immaturity as accentuation of the values of individualization" for working youth; "immaturity as expressed reflexivity", "immaturity as contemplation", "maturity as self-realization" for unemployed youth). The procedural characteristics features of career choice of working and unemployed youth with different severity of this or that type of personal maturity or personal immaturity were described.

CONTINUING BONDS EXPRESSIONS AFTER LOSS: ROLE OF BEREAVEMENT TYPE AND IMPACT OF EVENT

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Background: Continuing bonds (CB) are defined as efforts to continue an emotional connection to the deceased. Although some research report that maintaining an ongoing connection with deceased loved one is comforting (see Klass, Silverman, & Nickman, 1996), some other research report that CB is associated with more severe bereavement-related symptomatology (Stroebe & Schut, 2005). In this respect, the aim of this study is to explore CB expressions considering the impact of the event and complexity of bereavement.

Methods: 423 bereaved people (%77 females) participated in the study. They completed the demographic information form and Turkish versions of Traumatic Grief Inventory-Self Report Version (TGI) (Boelen & et al., 2019), Impact of Event Scale-Revised (IES) (Weiss & Marmar, 1997), Continuing Bond Interview (CBI) (Field, Packman & Carmack, 2007).

Findings: Participants reported a high frequency of CB utilization in the past month, with the most commonly endorsed reminiscing the deceased with others (%83,5) and focusing fond memories (%83,5). Notably, binary logistic regressions showed that severity of grief is predictive of the use of all types of CB except having dreams and intrusions. Although, there is no significant

relationship with the CB endorsement and impact of event, regression analysis showed that unexpectedness of loss is predictive of severity of the grief ($E=.96$, $W=14.16$, $p=.00$).

Besides, 53 (%12,5) participants reported they carried out an activity dedicated to the memory of the deceased. The average score of this group on the TGI is 58 ($SD=18,7$) as scores of 30 and higher indicate the presence of clinically significant grief. Specifically, the most common activities are to get a memorial tattoo and naming children after someone who passed away.

Discussion: Although the majority of CB were viewed as comforting following the loss, participants with severe grief symptoms more likely to report CB expressions without regard to impact of event. As such, we noted an inconsistency in the literature regarding the adaptiveness of relinquishing the bonds to the deceased person. Turkish religious rituals and customs regarding the grief may be an explanation of this outcome that mainly do not promote continuing emotional connection to the deceased.

SUBJECTIVE WELL-BEING AND ATTITUDE TOWARDS EXTERNAL APPEARANCE

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In recent decades, the problem of subjective well-being has become increasingly relevant in the research of psychologists. This is caused by the acute need for psychological science and practice in determining what serves as the basis for the inner balance of the personality, what it consists of, what emotional-evaluative relationships underlie it, how it participates in the regulation of behavior, how the individual can be helped in solving the problem of well-being. In modern Russian reality in the conditions of the economic crisis, the question of the reaction of citizens to instability, constantly changing and unpredictable living conditions is relevant. The problems of subjective well-being have been studied by many scholars from various points of view: the eudemonistic approach to understanding happiness, advanced by Aristotle; ideas about happiness M. Argyle, I.A. Dzhidaryan; the concept of psychological well-being N. Bradburn; the model of subjective well-being of E. Diener; the six-component concept of psychological well-being K. Ryff; understanding

of the structure of subjective well-being proposed by E.N. Panina, G.V. Puchkova, L.V. Kulikov; N.K. Bakhareva, A.O. Prokhorov; model of development of subjective well-being O.V. Lucova; theoretical model of personal well-being N.A. Baturin, S.A. Bashkatova and N.V. Gafarova; the concept of subjective well-being R.M. Shamionov. In our understanding, subjective well-being is the response of the subject to external and internal stimulus, is associated with mental processes and properties, has certain temporal boundaries and is characterized by integrity. We decided to study the phenomenon of subjective well-being, based on the developed by V.A. Labunskaya "multifactor socio-psychological model for studying attitudes toward appearance", based on integral cultural-psychological and socio-psychological factors. In this model, subjective well-being is one of the factors, since, on the one hand, it is a subject, and, on the other hand, its formation is due to the sociocultural conditions of human existence.

THE INTERVIEW METHOD AND QUALITATIVE RESEARCH WITHIN THE STUDY OF LEGAL CONSCIOUSNESS

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There is no universal meaning of legal consciousness in the modern psychology, besides there is a lack of integrity between empirical data and theoretical concepts. The existing theoretical model of legal consciousness functional structure by A.R. Ratinov, the concept of legal consciousness as the system of attitudes by O.S. Gulevich, in our opinion, do not offer a systematic concept of this phenomenon. We rely on the hypothesis by L.S. Vygotsky for conceptual and notional structure of consciousness to become a universal key to understanding of the legal consciousness psychological aspects. For the purpose of emphasizing of previously unresearched legal awareness analysis units of meaning and theoretical colligation of their specific features, the method of qualitative data research has been decided on, and a study procedure with the half-structured interview method has been introduced. The structure of an interview comprises of six issue-related conceptual blocks. The processing of the received data included the range of coherent analytical procedures, such as an interview text reduction, notional segments accentuation and coding, subjective meaning system reconstruction; alongside with the

category relation scheme establishing among the accentuated notional segments, based on the deductive strategies. Subsequently, basic generalizations have been performed and a hypothesis for notional structure of individual legal awareness and for necessity to expand the theoretical model of legal awareness constituent elements and their features has been developed. The qualitative interview data analysis has allowed to determine the differences in the individual notional systems of the tested, to (preliminary) distinguish different levels of legal awareness (superficial, advanced, profound); levels of legal literacy); level of significance of rights and freedoms; to determine the difference in the private and public concerns, and in the tolerance towards illegal behavior ; to differentiate the level of alert towards a misconduct. The results of the performed categorization have been summarized as the matrix category schemes, interpreted and theoretically conceptualized. It is worth mentioning that the study of the connections between the accentuated units of analysis demand further and deeper review and examination by the methods of quantitative data research.

TESTING RUSSIAN VERSION OF POSITIVE THINKING SCALE: SOME PRELIMINARY RESULTS

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The study is based on integration of methodological approaches of positive psychology and self-determination theory with contemporary ideas of Russian psychology. The study pursued several purposes. First, we tested the Russian version of Positive Thinking Scale (Diener, 2009). 235 teachers of elementary and secondary schools and 110 first year university students of Kuzbass, one of Siberian regions, participated in the study. As a central method Russian version of Positive Thinking Scale (PTS) was used, with all its original 22 items grouped into two subscales: first scale of positively and second one negatively formulated statements. PTS was used in two ways: as separate subscales and as a sum of both scales. we applied four-level Likert-type scale, checking the level of respondents' agreement with items. SPSS was used for data statistical analysis. Cronbach's alpha= 0.72 for positively formulated items' scale and Cronbach's alpha= 0.67 for negatively formulated items' scale were found. Additionally, several inventories to assess well-being and personality resources were applied:

SWLS – satisfaction with life scale (Diener, Emmons, Larsen, Griffin, 1985); Dispositional subjective vitality scale (Ryan, Frederick, 1997); Noetic orientations test (Leontiev, 1992); Hardiness Survey (Maddi, 2001) • MSTAT-I Multiple Stimulus Types Ambiguity Tolerance-1) (McLain 1993); COPE (Carver, Scheier, Weintraub, 1989); Generalized self-efficacy scale (Schwarzer, R., & Jerusalem, 1995). Both scales and their sum showed predictable significant interconnections with SWLS, Dispositional subjective vitality, Noetic orientations, Generalized self-efficacy Hardiness Survey scales, Positive copings scores. Significant differences were found comparing respondents of different age. The Russian version of PTS scale showed itself as promising instrument to assess prevalence positive versus negative thinking style, wellbeing and personal resource for effective coping with adversities of different kind in teachers but needs further studies at various settings, samples and cross-cultural contexts.

ASSESSMENT OF POSITIVE DEVELOPMENT IN MEXICAN ADOLESCENTS

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The Positive Development of Youth (PDY) emerges as a new perspective for the study of adolescence, which was traditionally focused on understanding this period of life as a chaotic period and where adolescents engage in behaviors that put at their health at risk. One of the PYD models that has empirical support is that of the 5 C's, which was proposed by Lerner, who suggests that the five characteristics that define a young person with a positive development are: Competence, Confidence, Connection, Character, Care/Compassion. They also consider that young people who incorporate these five C's would be able to demonstrate a sixth C called Contribution, that is, they could contribute to themselves, their family, their community and civil society; while young people who own little of the five C's, could be at risk of presenting personal, social and behavioral problems. Although different instruments have been developed to evaluate the positive development from the 5 C's model, some authors suggest that the instruments should be designed for the context of the population to be evaluated and in Mexico there are no instruments that work

with this model so far. The objective of this study was to design and measure psychometrically an instrument that assesses the positive development of Mexican adolescents. To this end, a non-probabilistic sample of 400 adolescents was used, selected from secondary school students, 57% were men and 43% were women, with an average age of 13.52 years. Based on the review of the literature, an instrument was designed based on the proposal of Lerner et al., (2004), which comprises 59 items that are grouped into five scales that evaluate the 5 C's: Competence (13 items), Care (6 items), Confidence (11 items), Connection (17 items) and Character (12 items); all scales were Likert type with five response options. The results showed that the instrument has adequate psychometric properties. The discussion analyzes the utility of the instrument in the Mexican adolescent population for the assessment of positive development and as an instrument to evaluate the effectiveness of programs promoting healthy development in adolescents.

THE EFFECT OF PERINATAL STRESS ON THE REPRODUCTIVE SYSTEM

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In today's world, full of various stressors, the first place goes to psychological stressors – emotional and information, as well as environmental. In the new man-made conditions, the health of future generations, which are still laid in utero, remains important. Stress is a modifying factor and element of evolutionary selection. However, the term "prenatal stress" (Ward, 1972, 1984), which appeared in the 70s of the XX century, was filled with new content. In addition to the physiological consequences of the adaptation syndrome of the fetus, which occurs during perinatal stress and leads to intrauterine programming of adult diseases, the influence of perinatal stress on the psychological components of the reproductive sphere is

significant. In women, this is manifested in a change in sexual behavior, gender-role distortion. In men-feminization, changes in psychological status and behavior, in both sexes there is a tendency to decrease in stress resistance and rapid depletion. Violations of the subsequent stages of ontogenesis are superimposed on the formed consequences of perinatal stress and leads to a wide range of violations in the psychological and physiological sphere of men and women. It is necessary to prevent perinatal stress in order to preserve the health of future generations: further development of ideas about perinatal stress and methods of its diagnosis; informing and educating the population about preventive measures.

PSYCHOLOGY STUDENTS' EXTREME STRESS-RESISTANCE ABILITIES

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Extreme environment and extreme situations are common vocational settings in high-risk professions. Psychologists of extreme profile have to deal with the psychological consequences of accidents, disasters, military conflicts, terrorism, crimes etc. Under such circumstances, stress resistance and self-control are the key abilities for the adequate stress-response and professional efficacy of a specialist. The research has two objectives 1) to access the psychological students' resistance to extreme situations, and 2) to define psychological factors correlated with the individual extreme stress-resistance. 60 students of Extreme Psychology Department (18 men and 42 women, mean age – 22.4) participated in the research. The diagnostic methods used were the symptomatic questionnaire "Resistance to Extreme Situations" (by N.E. Vodopianova), "Research of Volitional Self-Regulation" (by A.V. Zverjkov and E.V. Ejdman), the questionnaire "Ability of Self-Government" (by N.M. Pejsakhov), the questionnaire "Self-Control in Emotional Sphere, Activities and Behavior" (by G.S. Nikiforov, V.K. Vasiliev, and S.V. Firsov), and "Resilience of Adults Test" (by A.V. Makhnach). Descriptive statistics, correlation and principle components analysis of empirical data were used. The majority of psychology students of

extreme profile appeared to be resistant to extreme situations (57% – on the high level, 36% – on the medium level). The risk-factor was detected by the scale "violation of volitional regulation", on which only 20% of students had the results of a high level. The sufficient part of students faced problems with persistence (31%) and self-regulation (5%), with quality estimation (30%) and decision making (35%), with planning (30%), goal setting (32%) and forecasting (20%). Principle component analysis of the empirical data revealed five-factor structure of psychology students' extreme stress-resistance abilities. It comprised "Pathological Response to Extreme Situations" factor (1), "Psychological Resilience and Adaptability" factor (2), "Volitional Self-Regulation" factor (3), "Self-Control" factor (4), and "Spirituality" factor (5). These factors explained 64% of the inter-correlation matrix dispersion. The most significant correlations ($p=0,001$) confirmed the prevalence of volitional regulation in the functional system of extreme stress-resistance. The research revealed the variety of psychological skills and abilities required for the psychologist's efficient functioning in the extreme situations, and the majority of them should be acquired via university education.

IMAGES OF PARENTS AND OF THE ROMANTIC PARTNER OF YOUNG MEN AND WOMEN WITH DIFFERENT ATTACHMENT STYLES

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The aim of the study was to reveal the peculiarities of young men and women's images of their parents and their romantic partners depending on the characteristics of their attachment to the beloved ones. The study was focused on the following particular objectives: 1. To identify the link between attachment to parents and attachment to the romantic partner and the perception of stylistic characteristics of the partner and the parents. 2. Identify the relationship between the characteristics of attachment (avoidance and anxiety) and similarities or differences in views about parents and romantic partners as attachment objects. 3. To identify the differences between young men and women in the nature of the relationship of

attachment and in the perception of stylistic characteristics of the partner and the parents. The following instruments were employed: Experience in Close Relationships Questionnaire by Brennan, Clark, Shaver (1998), Inventory of Peer and Parent Attachment (IPPA) by Greenberg and Armsden (1987) modified by Sabelnikova and Leary's Interpersonal Behavior Circle Inventory modified by Sobchik (1994). Fifty young men and women aged 19-22 (M=20,5) took part in the investigation. The results showed the interrelations of the features of attachment to mother, father, romantic partner with young men and women's representations of parents and the partner. Implications of the study are discussed.

MEMORY SHARING PRACTICES IN TURKISH FAMILIES: THE EFFECTS OF PARENTING STYLES ON MEMORY SHARING PRACTICES

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Autobiographical memory (AM) is a special type of memory strongly linked to emotions (Conway and Pleydell-Pearce 2000) and AMs can be simply defined as the recollection of personal events from one's own past (Tulving 1972). Recently, issues related to autobiographical memory such as collective memory, the parent-child conversation styles during recollection, reminiscing differences across cultures have also been examined from a social psychological perspective, there is a limited number of studies on memory sharing practices. On the other hand, family conversations about the past events have important role in socialization of children, sharing values and information from one generation to next generation, and constructing collective memories. In the present studies, we aim to describe memory sharing practices in Turkish families in terms of the time and place memory conversations took place in families, the roles of family members during these conversations, the content and the themes of shared memories etc. Moreover, the effect of parenting styles on memory sharing practices was tested by

performing a series of regression analyses. Study 1 consisted of parents (N = 223) between the ages of 40 and 65 living in Aegean Region and Study 2 was carried out with university students (N = 182) aged between 18 and 25 years. The content of shared memories and differences in narrator and listener roles were examined in the context of family roles (e.g. mother, father, daughter, or son). Results revealed that the parenting styles had a significant effect on the contributions of children to family conversations about the past events and the content of shared memories. Gender also seems as an important predictor of memory sharing practices in Turkish families due to traditional gender roles. The findings of the present studies may contribute to future studies on memory sharing practices in different cultures via establishing a theoretical and methodological basis. Acknowledgement: Authors thank to PSIKARE Work Group members including Ecem Erten, Halil İbrahim Ayar, Muzaffer Şen, Nur Başakhan Uzun, Safiye Sena Dökmeci, Seher Gül, Aybüke Güven and Deniz Nur for their time and effort.

DEVELOPMENT OF THE PLAYBOOK IN MEXICO

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In Mexico, according to the 2016 National Health and Nutrition Survey, only a fifth of children between 10 and 14 are physically active, in addition to the increase in diseases such as obesity, cardiovascular problems, heart attacks, high cholesterol levels or Kidney failure in children, adolescents and adults. In 2013, The Aspen Institute Sports & Society suggests the ProjectPlay initiative, which presents the development of a PlayBook where solutions are proposed to the barriers faced by the children population in terms of physical inactivity problems in the United States. In 2018, the need arises in Mexico to carry out a study to develop the PlayBook version according to our population. To this end, two phases were carried out, in the first one, seven focus groups were held with 40 leaders from public and private sports institutions, media, and Olympic athletes; where, through a guide with four questions, information was obtained on: the possible barriers, solutions, and sectors involved to solve the lack of physical activity in children, in addition data was obtained

on the possible programs that have been successful in promoting physical activity. In the second phase, information was obtained from 300 children between 5 and 12 years of age through a questionnaire of 12 questions about the sports they practice and in under what conditions. The results of both phases provided information on 10 barriers that influence children not to engage in physical activity: discouraging early experiences, limited options, lack of adults as healthy models, unsafe and inaccessible contexts for children, deficiencies in educational plans and programs, lack of an inclusive perspective, deficiencies in the integral formation of human resources for physical culture, lack of evaluation and monitoring systems, a lack of involvement of the media and the use of new technologies to promote physical activity, and lack of research on physical activity and / or sports. Based on the information obtained, the PlayBook is being developed for the Mexican population.

PERFORMATIVE PATTERNS FOR SOCIAL INNOVATION: THE POWER OF IMPLICIT AND TACIT KNOWING IN SOCIAL SYSTEMS

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Based on the notion that social systems, communities, and organizations have to deal with accelerated complexity and growing uncertainties and ambiguities, this paper will discuss show the contradictive tension between rational process thinking and the improvisational field in contemporary societies. The approach offers a path to develop tools for dealing with complexity in communities and other social systems. By using Alexander's 'pattern language' and the art of improvisation, we develop Organizational Actions Patterns (OAP) and Community Action Patterns (CAPs) to be used for change and innovation processes. OAPs/CAPs are based on experiential knowing and improvisation theory and aim to allow people to use implicit and tacit knowledge in social systems to increase their flexibility, creativity and performance in settings of uncertainty and ambiguity. These kinds of settings provide the culture where innovative approaches emerge. In order to enhance the creative potential of innovation processes, the pattern approach

(Alexander et al 2012) will be linked with concepts of 'tacit knowing' (Polanyi) and 'experiential learning' (Dewey). They emphasize on the hidden, experience-based wisdom of good practice which very often is neglected in a rational world. Together with a creative artist's view which allows to come to light 'what wants to emerge', a performative pattern language in a practical and playful way helps to develop social innovations and a world of beauty. Like many other tools in modern society, the approach of design patterns in architecture, organizational and community development and other fields in most cases originally have been meant to increase effectiveness and reduce complexity. As a consequence, new approaches unintentionally quite often reduce options instead of widening options. This is why we focus on the experience-based pattern approach as a high potential to set a new basis for social change and innovation and, consequently, to widen the concept of applied psychology as a linking science and strengthen the link with other disciplines.

PREDICTORS OF DEPRESSION, ANXIETY, ANTICIPATORY GRIEF AND GROWTH IN TURKISH OFFSPRING AS CAREGIVERS OF PARENTS WITH ALZHEIMER'S DISEASE

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The negative impacts of Alzheimer's disease caregiving on informal caregivers have been largely investigated from a stress-coping paradigm. However, recent studies pointed out that examining "ambiguous losses" associated with the unique pathology of the disease is essential to understand the multidimensional nature of Alzheimer's caregiving. Besides, cross-cultural studies have criticized the stress-coping paradigm as the negative and positive caregiving experiences might exist side by side in a complimentary manner in some cultures. Hence, this study aimed to explore the roles of various background/contextual variables, primary stressors/disease-related factors, secondary stressors, exacerbating or mitigating factors in predicting negative (i.e. depression, anxiety, anticipatory grief) and positive (i.e. growth) caregiver outcomes. Data was collected from 190 informal adult children caregivers of AD.

Hierarchical regression analyses revealed that different sets of variables were influential in predicting different caregiver outcomes. While burden, optimistic/seeking-social support, helplessness-coping and perceived social support were associated with caregiver depression and anxiety; only subjective burden and helplessness coping were associated with pre-death grief responses. Additionally, among all other variables, only optimistic/seeking social support was positively associated with growth scores of the caregivers. Hayes and Matthes macro was used in order to perform moderation analyses. Results revealed that perceived social support had moderated the relationship between caregiver burden and various caregiving outcomes including growth. Besides, problem-solving coping buffered the negative impact of subjective burden on caregiver depression.

PERSONALITY TRAITS AS PREDICTORS OF GLOBAL AND CAUTIOUS OPTIMISM

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Optimism is usually described in terms of positive expectations about future events (Sharpe et al., 2011). Different studies have confirmed that optimists are satisfied with life, inclined to have better physical health, and involved in adaptive behaviors. However, the relationship between optimism and other well-established personality factors is less well-understood as the majority of research has centered on neuroticism and extraversion. Therefore, the purpose of the present study was to examine optimism in the context of the Big Five traits. Based on previous outcomes, optimism was assumed to be positively related to extraversion, agreeableness, openness to experience, emotional stability, and consciousness. The research was conducted on the group of 161 participants who completed IPIP-BFM-20 (personality traits; Topolewska-Siedzik et al., 2014) and OPEB (optimism and four its dimensions: achievement orientation, incaution, positive thinking, and openness; Czerw, 2001). The mean age of the respondents was $M=23.82$ with $SD=8.470$ (range=18-60 years). Most were women (80%). A linear regression shows that: (1) general optimism is predicted by emotional stability ($\beta=0.534$) and extraversion ($\beta=0.353$) that explain the dependent variable in 50% ($cR^2=0.501$; $R=0.717$; $F_{160,2}=83.363$; $p=0.001$); (2) achievement orientation is

predicted by emotional stability ($\beta=0.547$) and extraversion ($\beta=0.262$) that explain the dependent variable in 35% ($cR^2=0.439$; $R=0.668$; $F_{160,2}=63.630$; $p=0.001$); (3) incaution is predicted by emotional stability ($\beta=0.385$), consciousness ($\beta=-0.298$), extraversion ($\beta=0.300$), and intellect ($\beta=-0.147$) that explain the dependent variable in 35% ($cR^2=0.355$; $R=0.609$; $F_{160,4}=22.983$; $p=0.001$); (4) positive thinking is predicted by emotional stability ($\beta=0.472$), agreeableness ($\beta=0.314$), and extraversion ($\beta=0.161$) that explain the dependent variable in 41% ($cR^2=0.415$; $R=0.653$; $F_{160,3}=38.817$; $p=0.001$); (5) openness is predicted by extraversion ($\beta=0.328$), emotional stability ($\beta=0.298$), and intellect ($\beta=0.196$) that explain the dependent variable in 29% ($cR^2=0.298$; $R=0.558$; $F_{160,3}=23.635$; $p=0.001$). The outcomes of the present study allow to presume that individuals who are active, not prone to negative emotions, trustful, cooperative, and helpful, have also positive expectations about future events ("global optimism"). However, in the case of incaution two predictors are of negative character. Therefore, combination of lower consciousness and lower cognitive activity, and higher extraversion and higher emotional stability might lead to the behavior that can be called "cautious optimism".

EYE MOVEMENTS AND MENTAL ATTENTIONAL CAPACITY IN CHILDREN AND ADULTS

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Eye-tracking is a non-invasive measure that has been repeatedly used for studying attention and related cognitive processes. While eye-tracking is not a direct measure of brain activity, it has been shown to reveal information about mental processes, that may not be easily accessible through other measures, such as problem solving strategies. Mental attentional capacity corresponds to the amount of information an individual can maintain and manipulate in mind (Pascual-Leone, J., 1970); it is considered the central maturational component of working memory (Arsalidou, M., Pascual-Leone, J., & Johnson, J., 2010). This construct has been found to be closely related to other aspects of cognitive competence and intelligence (Johnson et al., 2003). Research into relation between eye movements and mental attentional capacity across development at the moment is sparse and fragmented and no eye tracking studies have been conducted so far with parametric developmental measures, such as the colour matching tasks (Arsalidou, M., Pascual-Leone, J., & Johnson, J., 2010), which would allow to

dissociate changes in saccades and fixations related to working memory load ($n = 6$) from those related to interference control and trace the maturation of these two processes. The purpose of this study is to investigate the relation between eye-tracking indices (e.g., number of fixations) and mental attentional capacity. Data from adult participants showed significant differences between number of fixations per trial for different levels of mental attentional load. Additionally, analysis revealed significant negative correlation between number and duration of fixations and accuracy for both the balloons and the clowns versions of the task, with the correlation being stronger for the clowns version, which contains interference. Interestingly, for each difficulty level, children generate a similar number of fixations regardless of interfering features, whereas adults make fewer fixations when the task has less interfering features. This suggests that adults may have different strategies depending on the task. Increased number of fixations may indicate that children favor a visual-spatial strategy, whereas adults favor a verbal strategy.

THE CATEGORIZATION OF PERCEIVED THREAT: PROTOTYPICALITY OF IN-GROUP AND OUT-GROUP

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The aim of the present study is to investigate the physical appearance similarity on the eye gaze behavior around the face, depending on the saliency on ethnic identity (by labeling). Social identity approach which includes self-categorization theory assumed that we are categorizing ourselves into a group which triggers the depersonalization process. Therefore, we have a redefinition of the self in terms of group membership. The categorization mostly bases on similarities (physical appearance, norms, past etc.). Naturally, we have a tendency to create an in-group/out-group through the categorization process. The evolutionary basis of in-group/out-group categorization indicates that less information about out-group members creates perceived threat for in-group members. Previous studies indicate a difference in eye-gaze behavior through prejudiced other race and own race (Walker-Smith, Gale, & Findlay, 1977). Found that, White Caucasians' eye-gaze behavior mostly followed a T-like pattern with fixating more on eyes for White Caucasian faces, and mouth for the Black faces. Physical differences' of different races can be easily detected. However, there are some groups that can not be detected easily

from their physical appearance. In this study, the effect of physical similarities of in-group and out-group on the perceived threat is investigated. A total of 30 Turkish with high perceived threat (symbolic/realistic) of Syrian refugees (between the age of 18 to 28) took part. All stimuli were presented via SMI (SensoMotoric Instruments) Eye-Tracking Device including two different ethnic backgrounds with 2 different labeling; Turkish (labeled as Turkish), Turkish (labeled as Syrian) and Syrian (labeled as Turkish) and Syrian (labeled as Syrian). 24 different pictures are shown; 6 prototypical Turkish, 6 non-prototypical Turkish, 6 prototypical Syrian, and 6 non-prototypical Syrian (perceived similarity/difference of all faces are determined with a pilot study). Eye-gaze behavior of the participants differed between in-group and out-group. When participants see the pictures with non-prototypical in-group showed a similar pattern with prototypical in-group. The social categorization is affecting our perception and does not only depend on physical appearance. Even though the in-group member is not seen as a prototypical face, eye-gaze behavior shows that individuals tend to pretend as an in-group member because of categorization.

VISUAL ANALYSIS IN RESEARCH ON SOCIAL REPRESENTATIONS OF HAPPINESS

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The interaction between a person and social environment is mediated by visual information usually placed in electronic gadgets. Thereby, a photograph is a unique source of information we can apply to social phenomena research. In response to the question: "what is happiness?" a person refers to the knowledge of common sense: its' content, functions and reproduction of this knowledge are socially determined. Therefore it would be appropriate to consider the notion of happiness within the concept of social representations. In this study the visual analysis of social representations of happiness was conducted. It revealed the research potential of the method and allowed us to get closer to the understanding of what people call "happiness". The methodological purpose of the present study was to reveal the research potential of visual analysis in the investigation of social representations of happiness. The empirical aim of the study was to describe the content of social representations of happiness. We used visual analysis (P. Sztompka). The sample (n=7) consisted of young people from a variety of fields. The analysis of photo reports on the theme "happiness" was realized. The interpretation of an

image consisted of four stages: hermeneutic, semiotic, structural and discursive. The emotional component of representations can be traced by warm and bright colors. The visual data interpretation reflected meaningful interrelations of the phenomenon and revealed the structure of social representations of happiness: 1. The core of the social concept of happiness is significant others: family, friends, romantic partner, children, pets. 2. The periphery of representation is traveling, spiritual development, creative self-realization, success in favourite work. The present analysis of the photographs allowed us to identify the component which ties together the contents of social representations of happiness. This element is the material well-being of the person. The methodological conclusion is that it is necessary to use the visual method of research when we study deep and complex socio-psychological phenomena. It is possible when the combination of discourse and non-verbalized information is realized. The second conclusion is that the social representation of happiness is a phenomenon with certain emotional variations and complex structure.

STEREOTYPE CONTENTS OF SOCIAL GROUPS IN TURKEY AND STEREOTYPE CONTENTS LINK TO INDIVIDUAL VALUES

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The present research aims to examine the relations between stereotype contents and perceived social contextual factors toward social groups in the context of the dimensions suggested in the Stereotype Content Model and individual values within Schwartz's model. To achieve this purpose, the study includes two related sections, one of which involves a preliminary study. In the first section of the research (N =153), the most commonly mentioned social groups in society were defined by the respondents. In the second section (N = 856), measuring stereotype content dimensions, and status-competitiveness scales, measuring perceived social structure, were tested for 36 different social groups in Turkey. Relations between hypothesized social contextual factors and values on stereotype content dimensions were examined. Two levels of analysis were conducted which are group and individual levels. As the results show, 32 out of 36 groups were perceived ambivalently and evaluated significantly differently across the dimensions of warmth and competence, as either high competence but low warmth, or low competence and low warmth. At the group level of regression analysis, perceived group status predicted

competence, and perceived competition toward groups predicted lack of warmth. Individual-level analysis replicated these results for status and competence for all groups, but not for warmth and competitiveness for 11 groups, which were mostly placed high on warmth (ie. blue collars, unemployed). Then, anxiety-based self-protection values (power, success, security, conformity, and tradition) were found related to stereotype contents for some social groups. The values were negatively correlated with perceived competence for homosexuals and man and positively correlated for disabled people and Syrians. In terms of perceived social context, the same values were negatively correlated with perceived competitiveness for Muslim, uneducated people, and Arabs. Finally, values were found negatively correlated with perceived status for some groups like homosexuals and leftists. The results show that anxiety based self-protecting values were not related to stereotype contents and perceived social contextual factors for most of the social groups. Study findings and limitations are discussed in light of the related literature. Keywords: social groups, stereotype content model, competence, warmth, anxiety-based values

NEW PERSPECTIVES AND NEW PSYCHIATRIC REHABILITATION OPERATIONS IN THE RECOVERY ORIENTED PERSPECTIVE FOR THE GROWTH OF PSYCHOSOCIAL WELL-BEING

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The concept of recovery emphasizes the importance of enhancing the active role of the person through the factors of significance common to the stories of illness, health and individual and collective life. The activation, in the month of February 2018, of the Recovery point, a space and a time, at the UOSM 68 of DSM – ASL SA (Mental Health Unit 68 of the Mental Health Department – Salerno Local Health Authority), is supported by the idea of Recovery as possibility & necessity, through the word and personal storytelling, to enhance the individual experience to allow patients, to shift the focus from the disadvantaged side, sick with its losses, to the healthy part with its values, choices, roles and life expectancy, recovering subjectivity, in the dynamism between health and the possibility of healing. Data are presented on the observation of 30 users belonging to the DSM – ASL SA, mainly followed by the UOSM 68 at the Recovery Point. They were divided into two groups (A and B) to which R.A.S. (Recovery Assessment Scale –

Italian Translation, Lamonaca, D., 2013 – Original version – Corrigan P.W., Salzer M., Ralph R., Sangster Y., Keck L., Examining the factor structure of the Recovery Assessment Scale, *Schizophrenia bulletin*, Vol. 30, pp. 1035 – 1042, 2004) at T1-February 2018 and T2 -July 2018: GROUP A 20 users belonging to the UOSM 68, at the Recovery point with attendance of at least two meetings a week. Group B 10 users, residing in the territory, hosted in rehabilitative therapeutic Centers and Communities that have followed the activities of the Recovery Point program, at the UOSM 68, with at least 1 monthly meeting. Group A showed an increase in revenue in recovery with an increase in values in all 5 areas of the R.A.S. Group B presented mainly a small increase or even a decrease in the recovery score. It is possible to state that recovery actions have a positive effect on increasing the psycho-social well-being of people with mental illness and / or psychological distress in direct proportionality with recovery treatment actions.

COMMUNICATION STYLES AND STRATEGIES OF THE MEANING TRANSFER OF TEACHERS WHEN WORKING WITH GIFTED CHILDREN

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The problem of pedagogical communication over the past fifty years is particularly relevant. Effective communication between the teacher and students has a positive developmental impact on them. Gifted children demanded an individual approach from the teacher. The aim of the study was to study the features of communication styles and strategies of the meaning transfer of teachers when working with gifted children. The theoretical basis of the study included such ideas as the personal- semantic paradigm of education (A. G. Asmolov, I. V. Abakumova), psychology of a joint thinking activity (A. K. Belousova, D. F. Dautov), ideas about the phenomenon of transfer of meaning, translation of meaning (A. K. Belousova, E. J. Artemieva, L. C. Kagermazova, E. A. Suroedova, etc.), stylistic approach (A. Adler, F. Holtzman, G. Schlesinger, J. Sternberg, J. Bruner, A. K. Belousova, A. Rean and others). The study involved teachers, women aged 25-45 years, educators and teachers. The following methods were used in the study: questionnaires, interviews, observation and methods of mathematical statistics. The study used the following research methods: "Methods for

diagnostics of teacher communication styles" (N. P. Fetiskin); questionnaire "evaluation of the effectiveness of the style of pedagogical communication of teacher with children" (Y. Vonkova); methodology of "Strategies for the meaning transfer " (E. A. Suroedova). The results of the study allowed us to establish that teachers who deal with gifted children prefer active ($U=60$, $p=0.01$, $n_1=12$, $N_2=20$) and democratic ($U=58$, $p=0.008$, $n_1=12$, $N_2=20$) communication styles. The style of communication of teachers is characterized by high efficiency in working with gifted children. The majority of educators and teachers identified strategies of meaning cognitive-dominant and active. The conclusions and results of the study can be used in the process of educational activities of teachers and psychologists of educational institutions in order to form an effective transfer of meaning and communication style of educators and teachers. This will lead to an increase in the success of the educational activities of gifted students. In psychological services of various educational institutions for counseling and psychocorrection work in the educational process with gifted children.

DEVELOPMENT OF AN ICF-BASED INSTRUMENT FOR ASSESSING FUNCTIONING IN SEVERE MENTAL DISORDERS

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The WHO International Classification of Functioning, Disability, and Health (ICF) represents a universally accepted framework for describing functioning in any health condition. It comprises more than 1400 categories to cover all aspects of human experience. However, in order to facilitate its implementation in daily practice, three ICF Core Sets for mental health have been developed. Based on the comprehensive ICF Core Sets for schizophrenia (Gómez-Benito et al., 2017), depression (Cieza et al., 2004), and bipolar disorder (Ayuso-Mateos et al., 2013), the current study develops a measurement instrument for assessing functioning in patients with severe mental disorders, in English and Spanish. The development of the ICF-based instrument is composed of two phases. In the first phase, all comprehensive ICF Core Sets categories from these mental health Core Sets were gathered to pre-select a set of so-called "candidate" ICF categories, retaining those ICF categories common to the three mental health Core Sets. In the second phase, common categories were

converted into items. Items' adequacy was assessed by a panel of experts. In the first phase, a total of 34 ICF categories were retained as candidate categories, i.e., common features for the three mental health Core Sets, comprising 10 categories from Body functions, 14 from Activities and participation, and 10 from Environmental factors component. In the second phase, these categories were converted into items to further be subjected to adequateness assessment. The final version of the instrument is presented to experts and a large percentage of the items are confirmed. Our study captures those common aspects on functioning in schizophrenia, depression, and bipolar disorder, and proposes a brief instrument based on the ICF framework to assess functioning in severe mental health disorders. The new instrument, called "Screening of functioning in Severe Mental Disorders (SF-SMD)" proved to be suitable in terms of content validity; however, further studies are required to assess additional psychometric properties.

THE SPECIFICS OF DYADIC COPING IN PAIRS OF PARTNERS WITH DISABILITIES

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The specifics of the relationship in the dyad has been and remains the object of psychological research for many years. Studies of close relationships and quality of life of subjects are particularly relevant in an ever-changing world. The study of the relationship of couples with one of the partners of a disabled person is particularly relevant at the present time. The purpose of this study was to identify the features of dyadic coping of partners with disabilities. Methods included test scales, interviews. The sample consisted of 20 pairs in which a partner with a disability was included (40 people, average age 35 years). Partners with disabilities need assistance from their relatives and are oriented toward support. They pay more attention to a loved one, trying to solve the problem by dialogue. Respondents are attentive to the emotional state of the partner, diplomatic, but rigid in the distribution of functional responsibilities in the pair. Supporting a partner with a disability is negatively related to the activity of a typically developing partner ($S = -0.71$ with $p = 0.03$). A partner with a typical

development spends a lot of energy on interaction in a couple, the level of his social contacts is reduced. Negative dyadic coping and communication characteristics while experiencing dyadic stress are associated with a decrease in satisfaction with relationships and functioning ($S = -0.9$ with $p = 0.0009$; $S = -0.78$ with $p = 0.02$). Satisfied with close relationships, couples are less likely to resort to hostile, ambivalent, and superficial actions / words that have detrimental intentions. The main motive of couples with one of the partners of a disabled person is to preserve the well-being of close people, first of all, it is a family, a child, as well as a manifestation of goodwill, indulgence, honesty, responsibility, maturity in daily interaction with loved ones people. Married couples with one of the partners with disabilities are characterized by increased stress tolerance, high exposure to social norms, diplomacy, high level of self-control, meaningfulness of life goals, life satisfaction. The study was supported by the RFBR (Project № 18-313-00243)

TEAM DEBRIEFING CONTENT: A COMPARISON OF TEAMWORK AND TASKWORK FOCUS

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Debriefing (i.e., a systematic reflection on a recent experience and planning for future) has been shown effective in improving team performance (Tannenbaum & Cerasoli, 2013). While literature on debriefs investigated the moderation of various delivery methods, researchers have neglected the influence of debriefing content on team outcomes. In this study, we focus on two essential components of team functioning; taskwork (what teams do) and teamwork (how they do it together). We aim to understand whether team debriefs could benefit from focusing on either one or both of these aspects. Another question that has been rarely asked is why debriefs are effective. Thus, we also examine the mediating mechanisms (e.g., team processes) that might be differentially affected by debriefing focus. For this purpose, a lab experiment was designed where three-person student teams are randomly assigned to four experimental conditions. The study utilizes a 4 (Debrief focus: Teamwork, Taskwork, Combined, No-focus) x 2 (Trial: 1, 2) repeated measures design. Teams perform a problem-solving task that involves building a chain-reaction mechanism to accomplish a simple goal (i.e., popping a balloon). In between two trials of this

task, teams perform debriefs. Team performance measurement involves the number of steps in the mechanism and goal accomplishment. An observational behavior scale was developed to measure mediating processes (coordination, backup behavior, and information-sharing). We completed pilot testing of the design with 23 teams (69 individuals). Main experiments are ongoing and will be completed with 20 teams per condition. As evidence from team development and planning literatures suggest, teams benefit when both teamwork and taskwork are included in interventions. Accordingly, we expect that debriefs which trigger discussing both aspects will improve performance more than debriefs that include either teamwork, taskwork, or none. We also expect teams that include teamwork in debrief content to have better coordination, backup, and information-sharing than other teams and these team processes will mediate the link between debriefing content and performance. Our findings would shed light on the critical components that should be included in team debriefings to get maximal benefit from these interventions and on the underlying mechanisms through which debriefs operate.

INTEGRATING PERSPECTIVES AND DEFINITIONS ON RELATIONSHIP-CENTRED CARE: A SYSTEMATIC REVIEW

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Therapeutic success of chronic diseases is facilitated by an active collaboration between health professionals, patients and their supporting environment. Despite the increasing interest in concepts like participatory healthcare, patient-centred care (PCC) or relationship-centred care (RCC), there is no consensus about their meanings and phenomenological components. This study aims to review conceptual assumptions and constitutive elements of RCC, as an integrative effort to define and delineating the specific frontiers of this construct. A systematic review was performed following PRISMA guidelines. PubMed, PsycINFO and CINAHL electronic databases were searched. Inclusion criteria were: full papers written in English focusing on RCC. No time restrictions were applied. Search-terms were split into two blocks and combined pairwise (both free-text and MeSH terms): professional-patient relations (block 1) and dimensions associated with assessment of quality of care (block 2). Papers' selection was based on titles and abstracts contents, and narrative synthesis was done independently by two (or, in case of disagreement, three) team members, according to pre-defined categories of analysis. From the

891 initially identified papers (269 after eliminating duplicates), 27 were considered eligible for narrative synthesis. Based on content analysis, preliminary findings suggest that the concept of RCC arise from an initial need to expand the existing health education programs to entail an integrated biomedical-psychosocial perspective. Through the years, several definitions of RCC have emerged. Although the common ground is the idea that relationships are integral to the healing process, most papers present a definition that partially overlaps the theoretical conceptualization of PCC (from which they want to detached to accommodate the perspective that care needs to be based on a partnership that involves not only the patient and the doctor, but also other surrounding elements such as nurses and other health care staff, as well as patients' family members). There is a need to clarify the conceptual frontiers between RCC and previous related concepts, namely PCC. In this communication, we will present a new integrated definition of the concept as an attempt to create a clearer identity to the concept, allowing the definition of therapeutic actions and methods of quality-of-care assessment.

THE MOST COMMON RESPONSE PATTERNS TO WORLD HEALTH ORGANIZATION DISABILITY ASSESSMENT SCHEDULE IN PERSONS WITH SCHIZOPHRENIA

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Schizophrenia is a chronic psychotic disorder characterized by many symptoms such as disorganized speech, grossly disorganized or catatonic behavior, depression, paranoid delusions, and auditory hallucinations (Wu et al., 2018). The World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0; World Health Organization, 2000) is frequently used for measuring functional outcomes (Üstün et al., 2010). The current study aimed to identify the most common response pattern in each domain of the WHODAS 2.0 in persons with schizophrenia. The sample consisted of 352 persons with schizophrenia, according to DSM-IV-TR criteria, recruited through 40 outpatient psychiatric clinics across Spain. The complete interviewer-administered version of the WHODAS 2.0 was administered, comprising 36 items distributed across six domains: Cognition, Mobility, Self-care, Getting along, Life activities, and Participation in society. Items can be scored on a five-point scale ranging from 1 (no difficulty) to 5 (extreme difficulty/cannot do). In all domains

of the WHODAS 2.0, the common response pattern consisted in scoring 1 in all the items. This pattern corresponds to not having any difficulty in doing the activities; for instance, the most common response pattern for Cognition was "111111" which means not having any difficulty in any cognition item. In addition, findings indicated that most persons with schizophrenia did not show any impairment in Self-care (69.9%) and Mobility (62.7%). Furthermore, a third of persons with schizophrenia did not show disability in the Life activities domain. The most common pattern in each domain of the WHODAS 2.0 is represented by not having any disability. However, percentages of persons showing this pattern substantially varies from domain to domain: 60-70% in Mobility and Self-care or 10-20% in Participation in society, Getting along and Cognition, suggesting that is very frequent to adequately perform in Mobility and Self-care while having problems in Participation in society, Getting along and and Cognition.

INTERLINGUAL PECULIARITIES OF UNFAMILIAR OBJECT AND IMAGE NAMING

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Object naming has long been an issue of investigation from a variety of perspectives. In speech production models it is the part of voluntarily performed process of categorizing things and attributing them qualities that differ categorial units. In language studies it is viewed as forming word specific sequences that possess linguistic characteristics reflected in inflections. The present study summarizes the main outcomes of both approaches and is aimed at studying object naming in the framework of cultural and historical approach, activity theory and theory of gradual development of mental actions and concepts. It was hypothesized that social situation of development manifested in different cultural tools and presumably in language determines the way people of different cultural backgrounds name things. The research design presupposed sets of tasks prepared for young people (17-25, males and females) whose mother tongues were Russian (N=30), English (N=30) and German (N=30). The first task instruction was to give names to familiar objects to reveal stereotypical folded naming process

and to figure out mental and linguistic categories that people of different languages use in naming. The list was then subjected to expertise and content-analysis. In the second set respondents were exposed to 7 rarely seen or used but still familiar objects. The categories were ticked by the experimenters to find out the coincidence in familiar and rare object naming. The third task instruction was to give names to artificially created images of unfamiliar objects. The study revealed that the process of object and image naming became unfolded procedural action of offering suppositions that resulted in different types of given names especially in case of total unfamiliarity. The third set required significantly more time and effort. People used different naming strategies. While Russian speaking people tended to use function specific verb-derived words with a connecting vowel sound to name unfamiliar objects according to their supposedly performed functions, English and German speaking people were more likely to emphasize obvious visual attributes such as color, shape and texture.

SOCIAL COMPETENCE AND TEMPERAMENT OF PRESCHOOL CHILDREN

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Current research examined the relationship between social competence and levels of the four dimensions of temperament among children of preschool age. Social Competence Scale (SCBE – LaFreinere and Dumas, 1995) and EASI questionnaire (Emotionality, Activity, Sociability, and Impulsivity Temperament Scale - Buss, Plomin and Willerman, 1973) were used to assess children's social competence, temperament and structure of parental metaemotions. Research included preschool teachers and mothers of children five to seven years old (N=43). Results show statistically significant negative relationship between social competence and impulsivity. Results show no statistically significant relationship between social competence and three dimensions of

temperament (activity, emotionality and sociability). Positive relation between dimensions of temperament emotionality and impulsivity is statistically significant as well as correlation between activity and impulsivity. Regarding the structure of parental metaemotions the mother's personal sadness and intense anger and activity show statistically significant negative relationship between each other. Also, results show statistically significant relationship between mother's personal sadness and intense anger and social competence of the children. Other two subscales level of awareness of personal and child's emotions of sadness, intense anger, and the handling child's emotions don't show statistically significant relationship with social competence or four dimensions of temperament.

MENTAL MODELS TRANSFORMATION IN EDUCATIONAL CONTEXT DURING IT STUDIES (IN-CLASS ACTIVITY EFFECTIVENESS ASSESSMENT)

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Student's comprehension of the topic during studies is never obvious for teachers. In computer science education the measurement of computer mental models (CMM) before and after each lesson is one of the frequently used techniques to reconstruct the occurring changes in understanding of the material. Unfortunately, a lot of existing methods of CMM elicitation are low structured and poorly grounded. The aim of this study is creation and approbation of valid and reliable CMM explication technique. P. Johnson-Laird's «mental model» construct and A.N. Leontiev's «image of the world» concept to describe structure of mental representations are used. The first stage of new measurement technique creation included two steps: (1) the collection of descriptions of computer work during group interviews with different users (pupils, N = 25; undergraduate students, N = 22; programmers, N = 24) and (2) the approbation of card sorting task as data collection technique (groups are similar to the ones of the first step, N = 65 in 3 groups). After data collection step, CMM of each group was reconstructed as multidimensional psychological space of descriptions by multidimensional scaling method. Axes of received spaces were

interpreted as a latent structure of each group CMM. All CMM included «Activity – Passivity» and «Action localization» axes, CMM of adult participants also included «Social usefulness» axis. These technologies of data collection and interpretation were used during the next validation stage. Validity of developed instrument was considered as the ability to show CMM changes after thematic lessons. Empirical evaluation of instrument validity included CMM measurement before and after 4 lessons on «Role of new informational technologies in society». The comparison of CMM structure changes between experimental (N = 6) and control (N = 6, without lessons) groups showed that the representation of computers in experimental group has become more saturated and has changed in content. Terms and descriptions that have been used in educational materials become more relevant to CMM core. Thus, developed technique shows appropriate reliability and ability to show CMM changes. Described measurement technique needs systematic quality assessment, but obtained results can be used as the basis for the development of such methods.

DOES RESORT TO LEGAL REMEDIES RELATED WITH BELIEF IN A JUST WORLD AND TRAUMATIC STRESS SYMPTOMS?

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The basic assumptions of the victim of a crime have been overturned. A person may not know what to believe and whom to trust. Previous experience with the justice system may not be satisfactory. Therefore, they may not trust those who are believed to represent the justice system. In this study, the relation between traumatic experiences, post-traumatic stress symptoms (PTSS), preferences of the resort to legal remedies and belief in a just world was examined. Demographic Information Form, Life Events Check-List, Post-Traumatic Stress Symptoms Scale, Preferences of Resort to Legal Remedies Questionnaire and General and Personal Belief in a Just World Scale were used as data collection tools. 349 young adults

($X=20.15$, $SS=1.92$) took part in this study. T-test and simple regression analyses were used to analyse the data. Analyses showed that (1) there were no significant differences between the participants who had any traumatic experience and those who had no traumatic stress in terms of belief in a just world, (2) it was also shown that there was a negative correlation between the individuals who had low PTSS and who had high PTSS in terms of belief in a just world and (3) PTSS negatively predicted the belief in a just world. It can be concluded that, individuals who thought to have gained their rights in comparison with the participants who did not, believe that the world is fair.

PSYCHOSEMANTIC EVALUATION OF THE ORIGINAL AND TRANSLATIONS OF A POETIC WORK BY STUDENTS WITH DIFFERENT LEVELS OF LINGUISTIC COMPETENCE

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Translations of poetry into other languages is one of the most difficult tasks of textology. The main difficulty lies in the need to achieve psychological equivalence, that is, such a translation from one language to another (taking into account foreign cultural and socio-historical contexts), when readers not only perceive identical meanings, but also receive similar emotional responses, as well as a single impression about the author and conception of the work. The study from the psychological position of defining art as interpersonal communication (R. Pozner, M. Riffater, V. Semenov, and others) and based on the level structure of communication (B. Parygin, P. Vatslavik, etc.) designed a psycho-semantic scale for evaluating poetry (G. Akopov). Junior and

senior students studying English were offered the text of a lyrical poem by G. Byron and two classic translations into Russian – V. Bryusov and V. Levik. Participants fixed one of the ratings in each of the 12 bipolar scales from -3 to +3, characterizing: a) emotional response; b) clarity of information; c) clarity of meaning; d) availability of the author's intention. It was also suggested to write down in a free form – understanding by students the meaning of the poetic original and its translations. The features of emotional, informational, semantic and reflective assessment of the poetic work in English and of each of the two translations into Russian by Russian-speaking students of the initial and advanced stages of learning English are revealed.

DEPRESSION OF MOTHERS WHO GAVE A PREMATURE BIRTH, BREAST-FEEDING ADEQUACY MATERNAL ATTACHMENT AND GROUP PSYCHOTHERAPY

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This study was carried out with the mothers of 20 premature babies who have been receiving inpatient care in neonatal intensive care unit of Marmara University Pendik Training and Research Hospital. To assess the mental status of mothers, Beck Depression Inventory, SCL 90, Edinburgh Postnatal Depression Scale, Beck Anxiety Inventory, Breastfeeding Self-efficacy and Maternal Attachment Scales were applied. Six-session group therapy program was conducted with five out of twenty mothers. Then, the scales which applied at the beginning were reapplied to the mothers who joined to the group therapy sessions. This study which reveals that mothers with premature babies have severe depression, postpartum depression (PPD), anxiety, breastfeeding and attachment problems aims to overcome these problems with groups therapy sessions. The findings showed that 50% of mothers have severe depression and 35% of them experienced postpartum depression following the first week of childbirth. The mothers who could breastfeed their infants within first

hour of birth showed lower SCL 90 scores comparing to the mothers who could not breastfeed their babies. In addition, mothers who had enough milk for their infants and do not face breastfeeding problems revealed higher maternal attachment and their SCL 90 scores were lower than the mothers' who have low milk supply and could not breastfeed their babies. A highly significant correlation was observed between the scores of Symptom Checklist Test and Postnatal Depression Scale. Likewise, the scores of Beck Anxiety, Beck Depression and General Symptoms showed a strong positive correlation. In addition, there was a significant moderate correlation between the scores of Interpersonal Sensitivity Measure, Phobic Anxiety, Paranoid Thoughts Scale and Psychoticism. Similarly, the scores of Anxiety and Beck Depression Inventory revealed a significant moderate correlation. After the group therapy sessions, mothers' depression and postnatal depression symptoms either reduced or disappeared and the scores of their maternal attachment increased.

INTERCONNECTEDNESS OF VALUES AND LIFE STRATEGIES IN A CONSUMER SOCIETY

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In modern psychology we are aware of a variety of different concepts, that explain the possible background to our decisions and judgment: some authors say, that values are managing our behaviour, others accentuate goals, needs, motives, meanings, life scripts, life strategies and etc. as the main guideline to our existence. In our research, we were interested in these questions as well, we were looking for a relation between values (S. Schwartz) and life strategies (E. Fromm), in order to understand the underlying meaning of our choices. One of the factors, that came forward as a social context, was consumer society. It's convincing that consumer society and economical inconsistency are major, modern society is dependent on material goods and this factor affects our values, choices and existence. Objectives: the relation between values and life strategies in a consumer society. The sample (n=107) consisted of participants from a variety of fields, with higher education and consistent income. We used 1) value questionnaire ("Schwartz Value Survey", S. Schwartz), 2) life values questionnaire ("Must-test", P.N. Ivanov, E.F. Kolobova), 3) life strategy questionnaire ("System of life meanings", V.Y. Kotlyakov), 4) consumer behavior questionnaire ("Tendency for

conspicuous consumption, O.S. Posypanova"), 5) quality analysis ("Thematic Apperceptive Test"). In our research, through regression analysis and following quality analysis, we discovered profiles with relations between life strategies and values: participants with "Being and Having" life strategy show significance in self-regulation ($\beta=0,77$), achievement ($\beta=0,86$) and safety ($\beta=0,7$) values; participants with "Being" life strategy show significance in achievement ($\beta=0,78$), safety ($\beta=0,79$) and goodwill ($\beta=0,7$) values; values like hedonism ($\beta=0,81$) and power ($\beta=0,76$) are significant for "Having" life strategy; "Not Being and Not Having" life strategy shows increasing level of conforming ($\beta=0,89$) and tradition ($\beta=0,85$) values. Conspicuous consumption (63%) as the consumer society commitment indicator is significant in "Having" life strategy. Gathered results showcase significant relation and interconnectedness between the concepts. Quality analysis defined the underlying differences in comprehension values and life strategies. This gives us understanding, that there are deeper underlying processes and mechanisms (cognitions, metacognition) that are responsible for our choices, create our values and life strategies.

PARENTING STRESS AND CHILDREN'S EXTERNALIZING BEHAVIOR: MODERATION BY CHILDREN'S TEMPERAMENT AND SEROTONIN TRANSPORTER GENOTYPE

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Children's externalizing behavior is influenced by various genetic and environmental factors and their interaction (GxE). In terms of genetic factors, previous studies mostly focused on serotonin transporter polymorphism (5-HTTLPR). Some studies associated the Short (S)-allele with higher externalizing behaviors more than the Long (L)-allele homozygotes, while others failed to replicate this finding or reported it only under conditions of distress, such as parenting stress. In addition, there are conflicting findings on how 5-HTTLPR interacts with children's temperament to influence externalizing behaviors. In this study, we aim to investigate the interaction between parenting stress, children's temperament and 5-HTTLPR genotype on externalizing behavior. 227 preschoolers (46% girls; Mage = 61 mo, SDage = 8.30 mo) and their mothers from municipality preschools of Istanbul participated in the study. Parenting stress was measured by Parenting Stress Index with subscales of feelings of role restriction, sense of incompetency, and

relationship with spouse. Temperament was measured by Children's Behavior Questionnaire Very Short Form with the following four subscales: surgency, negative affect, effortful control, and impulsivity. Externalizing behavior was measured by the Child Behavior Checklist. 5-HTTLPR genotype was determined from salivary DNA as S/S, S/L, and L/L. A regression analysis controlling for age showed a significant interaction between parental sense of incompetency, children's negative affectivity and 5-HTTLPR genotype on externalizing behavior only for girls. S/S girls exhibited higher externalizing behavior with higher parental sense of incompetency, only if they had high negative affectivity ($p < .001$). This interaction was not observed in S/L or L/L girls or in boys. Our findings revealed that negative affectivity may serve as a vulnerability factor for S/S girls in developing externalizing behaviors upon parental sense of incompetency.

DEVELOPMENT AND VALIDATION OF THE RADICAL ATTITUDES QUESTIONNAIRE IN THE NORMATIVE SAMPLE

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Studies of cognitive factors of aggressive and intolerant patterns of interpersonal communication become especially relevant with ICT development allowing for contact across social groups and countries. In line with cognitive model we suggested a system of radical attitudes underlying these types of behavior including intention to defend own opinion at any price, "black-and-white" thinking, impulsivity in decision making, acceptability of public expression of aggression, high self-confidence and low subjective price of mistakes. The aim was to validate Radical Attitudes Questionnaire (RAQ). 218 adults (33.2% males) 18-60 years old (mean age 37.81-14.54 years old) replied 54 items of RAQ using 1-5 Likert-type scale and filled Aggression Questionnaire (Bass-Perry, 1992), Interpersonal Reactivity Index (Davis, 1983), Index of Tolerance (Psikhodiagnostika..., 2008), Antisocial scale of Beck's Personal Beliefs Questionnaire (Beck et al., 2001), Barratt Impulsiveness Scale (Barrat, 1993). Cronbach's alphas varied .72-.80 for Opinion Defending, Impulsivity in Decisions, Acceptability of Public Aggression, Self-Confidence scales and were .62 and .68 for "Black-And-White" Thinking and Low Price of Mistake scales, respectively. Factor analysis supported theoretical 6-factor structure

(explaining 41.12% of variance) with only 9 items (16.6%) having cross-loadings to other factors. Any radical attitudes are related to antisocial personal beliefs ($r=.28-.69$, $p<.01$) while opinion defending, impulsivity in decisions, acceptability of aggression, self-confidence ($r=-.43 - -.21$, $p<.01$) and especially "black-and-white" thinking ($r=-.42=-.39$, $p<.01$) are related to intolerance to other people and poor perspective taking in interpersonal reactivity. Higher aggression correlates to opinion defending, acceptability of aggression expression and self-confidence ($r=.35-.59$, $p<.01$). Decision impulsivity is related to Barret's motor impulsivity component ($r=.20$, $p<.01$). Data supports consistency and factor validity of RAQ as well as relationship of almost any radical attitudes with antisocial tendencies, aggression, intolerance to others and poor interpersonal reactivity due to deficiency in perspective taking. The major exception was low price of mistake belief that was related to antisocial beliefs only. Further studies could differentiate the roles of different beliefs in different forms of aggressive, autoaggressive, intolerant behavior online and offline. Research was supported by the Russian Foundation for Fundamental Research, project 18-013-01222.

COMPLIANCE STUDY AMONG PATIENTS SUFFERING DIABETES

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The number of people suffering from diabetes in the world is increasing. Adherence to therapy and correct fulfillment of guidelines can significantly improve treatment effectiveness and further patients' quality of life. Purpose of research was to analyze psychological factors of compliance among patients with diabetes mellitus. 50 patients with diabetes mellitus type 1 and type 2, average age of $37,56 \pm 5,41$ on hospital treatment took part in the research. Test "Level of Compliance", Leontiev's Modification of Purpose-in-Life Test were used. Results of research demonstrated that level of general compliance in the group of patients with diabetes was 69,4 points that corresponds to average level of compliance. Therefore the patients are characterized as people with neutral attitude to treatment, acting mostly according to situation. Their behavior concerning treatment depends on certain motivation and personal profit. While assessing patients' general meaningfulness of life following results were obtained: general index of compliance reached 84,9 points, "Purpose of life" – 24.2; "The process of life" – 23.0; "The result of life" – 26.8; Locus of control "I" – 15.3;

Locus of control – life -26.0. These results are reduced in comparison to normal ones, showing that patients are bent on underestimating their achievements in life, they believe that they do not sufficiently control the process of their life as well as dissatisfied with their self-realization. Correlation analysis showed that the behavioral compliance is connected with the "Goals in life" ($r = 0.27$; $p \leq 0.05$), and social compliance is negatively associated with the "Locus of control – life" ($r = 0.31$; $p \leq 0.02$). Patients' general level of compliance is insufficient. Patients can underestimate significance and gravity of disease under pressure of emotions, that can lead to unfulfillment of guidelines. Following patterns are revealed: with person's high sense of purpose, the level of behavioral compliance increases when patients perceive the disease as an obstacle to the realization of life goals. When patients' perceptions that they are able to control their lives, to make decisions freely and implement them, prevail, these patients are less inclined to follow the doctor's prescriptions to reach social approval.

BELIEFS ABOUT REASONS OF SLEEP DISTURBANCES AS FACTORS OF ANXIETY AND DEPRESSION IN PATIENTS WITH INSOMNIA AND SLEEP APNEA

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Anxiety and depression are considered as negative consequences of any chronic condition while in insomnia they could be factors triggering and/or perpetuating sleep disturbances. The aim was to reveal possible factors of anxiety and depression in sleep disturbances: subjective and objective sleep quality, sleepiness and beliefs about reasons of sleep disturbances. 93 patients with chronic insomnia and 46 with sleep apnea participated in 1-night of polysomnography recording and filled checklists of symptoms and reasons for sleep disturbances (Insomnia..., 2004), Insomnia Severity Index (Morin, 1993), Hospital Anxiety and Depression Scale (Zigmond, Snaith, 1983), Epworth Sleepiness Scale (Johns, 1991). Both anxiety and depression were higher in insomnia comparing to sleep apnea ($p < .01$) but only in patients with sleep apnea they were related to subjective and some parameters of objective sleep quality. After control for clinical group, moderation analysis demonstrated that in both groups anxiety is predicted by poorer subjective sleep ($\beta = -.21$) and apnea index ($\beta = .17$) while subjective sleep vulnerability to stress, life events and unpleasant sensations in legs and

arms ($\beta = .11-.18$) significantly improve the model ($\Delta R^2 = 9.15\%$, $p < .01$). Beliefs in the role of life events is more closely related to anxiety in insomnias comparing to patients with sleep apnea ($\beta = .26$, $\Delta R^2 = 3.30\%$, $p < .01$, total $R^2 = 35.14\%$, $p < .01$). Depression in both groups was marginally predicted by sleep efficacy ($\beta = -.17$, $p < .07$), significantly predicted by poorer subjective sleep ($\beta = -.34$, $p < .05$) but this effect was prominent for sleep apnea comparing to patients with insomnia ($\beta = .31$, $p < .05$). Sleep vulnerability to unpleasant sensations in legs and arms predicted further 3.07% of variance in depression ($\beta = .18$, $p < .05$, total $R^2 = 22.97\%$, $p < .01$). In chronic sleep disturbances and especially in insomnia anxiety and depression could depend more on subjective sleep appraisal and beliefs about reasons of sleep disturbances than on objective sleep. Experiencing unpleasant sensations accompanying with beliefs that they increase sleep disturbances are general predictors of both anxiety and depression in both groups. Research is supported by the Russian Foundation for Basic Research, project No. 17-06-00363.

PSYCHOLOGICAL CARE IN THE FUNCTION OF IMPROVING HEALTH AND QUALITY OF LIFE IN OLDER AGE

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As people live longer, quality of life becomes an important issue at the individual, family, and social policy levels. There is numerous research evidence that wellbeing is relevant to health and quality of life as people age (Steptoe, Deaton, & Stone, 2014). Life satisfaction, as an indicator of the person's wellbeing, is one of the indicators of successful psychological adaptation in later life, when a person is usually faced with changes and losses: in health, physical and cognitive functioning, social engagement, and productive activities (Smith & Ryan, 2016; Schaie, 2016). There is a growing research evidence suggesting that life satisfaction may even be a protective factor in health maintenance, reducing the risk of chronic physical illness and promoting longevity, by way of positive emotions which promote a more active lifestyle and a motivation toward self-care (Carver, Scheier, & Segerstrom, 2010). The aim of this paper is to present some

psychological dimensions of an individual and the psychosocial aspects of care for the elderly related to the health, quality and length of life in old age. In order to obtain answers to these questions, we have conducted several research on aging in Croatia, from which we can recommend several conclusions. Research on life satisfaction predictors in Croatia showed that the strongest predictor of better life satisfaction in the observed set of psychosocial variables was better self-perceived health. No differences in life satisfaction were found regarding the participants' living environment, in residential institution or in own home. Also we found that combinations of multivariate analyses confirmed significant contribution of psychosocial variables to survival prediction in older adults. Implications are in the planning and adjustment of psychosocial care for future old persons to improve their quality of life.

PREFERENCE OF MASCULINE AND FEMININE GENDER ROLES AND WELL-BEING IN TRANSSEXUAL PEOPLE: COMPARING PRE-TREATMENT, HORMONAL THERAPY AND POST-SURGERY GROUPS

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It seems reasonable to suggest that strong wish to change one's gender is related to preference of the typical roles and traits of the other gender. The aim was to reveal differences in gender roles in transsexual people and their relationship to well-being on different stages of medical transition. 100 transsexual people (33% initially males) and 100 cisgender people (35% males) filled Satisfaction With Life Scale (Diener et al., 1985), Scale of Positive and Negative Experiences (Diener et al., 2010) and Gender Roles Male and Female scales from Minnesota Multiphasic Personality Inventory – 2 (Butcher et al., 2001). In transsexual group 33 initially females (FtM) and 7 initially males (MtF) were before transition, 15 FtM and 11 MtF were on hormonal therapy, 17 FtM and 17 MtF were after some surgical operations. Masculine gender roles are less preferred by biologically females (both in transsexual and control groups) and by transsexuals (both FtM and MtF) while female gender roles are less preferred by males ($F=6.68-64.12$, $p<.01$). Subjective well-being was lower in transsexuals than in controls regardless biological gender ($F=10.00-26.35$, $p<.01$)

especially in those without hormonal or surgical therapy. In all males higher satisfaction with life, positive and lower negative emotions were related to preference of masculine gender roles ($\beta=.36$, $\beta=.28$, $\beta=-.58$, $p<.01$). In females all three subjective well-being indicators were also higher in those preferring masculine gender roles ($\beta=.34$, $\beta=.52$, $\beta=-.52$, $p<.01$), positive emotions were higher in those preferring female roles ($\beta=.24$, $p<.01$). In both transsexual males ($\Delta R^2=5.5\%$, $p<.01$) and females ($\Delta R^2=5.5\%$, $p<.01$) after surgical operations interest to masculine gender roles less related to positive emotions than in controls. Thus, preferences in gender roles in transsexual people are relevant to those in controls with the same biological (not wished) gender. However, preference of masculine gender roles seems to be lower in transsexual people of both biological genders and in those after surgical operation is less related to higher positive emotions than in controls. Research is supported by the Russian Foundation for Basic Research, project No. 17-06-00849.

SELF-COMPASSION AT WORK: THE RELATIONSHIP BETWEEN SELF-COMPASSION, AND INTRINSIC MOTIVATION, JOB PERFORMANCE AND JOB SATISFACTION

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The researchers aimed to examine the relationship between self-compassion and intrinsic motivation, job performance and job satisfaction in terms of organizational context, also age, gender, and education level contributed to these relationships. There are three research questions were asserted for understanding these relationships, these questions are (a) is there a relationship between self-compassion and intrinsic motivation, (b) is there a correlation between self-compassion and job performance and (c) is there a relationship between self-compassion and job satisfaction. Also, age, gender and education are determined as control variables. The data were obtained from several organizations from 112 participants (Female: 54, Male: 58) and the participants answered four different scales which are Self-Compassion Scale, Work Preference Inventory-Intrinsic Motivation Subscale, Self-Report Task

Performance & OCB Scale, Global Job Satisfaction Subscale and the employers answered one scale which is Task Performance & OCB Scale (Supervisory Form). The results showed that self-compassion and intrinsic motivation ($\beta=.249$, $p<.001$), self-compassion and self-reported job performance ($\beta=.311$, $p<.001$) and self-compassion and job satisfaction ($\beta=.323$, $p<.001$) correlated positively. Besides, gender and job performance ($\beta=-.387$, $p<.001$) and education level and job satisfaction ($\beta=-.323$, $p<.001$) correlated negatively. The findings point several implications such as need for further studies such as education level differences with regards to job satisfaction and gender differences with regards to job performance.

Keywords: self-compassion, intrinsic motivation, job performance, job satisfaction

TESTING THE NUMBER-SPACE COMPATIBILITY IN A STROOP TASK

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Number-space (NS) compatibility refers to a tendency of representing small numbers on the left side and big numbers on the right side in a left-to-right continuum. The studies of NS compatibility usually have employed the tasks that pertain excitation of a response rather than inhibition of it. Present study aimed to investigate the inhibitory response effects on NS compatibility by using a modified version of the Stroop task. Thirty right-handed university students took part in the study. The stimuli used in the task were developed regarding the (1) NS compatibility (small number on the left and big number on the right vs. small number on the right and big number on the left; NS compatible: 2 and 5, NS incompatible: 5 and 2) and (2) number-frequency congruency (whether an integer is equal to the number of its own copies; e.g. congruent: 2 2, incongruent: 2 2 2). Thus, the task consisted of four different stimulus categories: NS compatible – congruent (e.g. 22 and 55555), NS compatible – incongruent (e.g. 22222 and 55), NS incompatible – congruent (e.g. 55555 and 22), and NS incompatible – incongruent (e.g.

22222 and 55). Eight stimuli from each stimulus category were presented with 1000ms stimulus durations and 500ms inter-trial intervals. Each participant performed two tasks in counterbalanced order. One of the tasks was required the participants to identify the side of bigger number (e.g., 2 or 5) by ignoring the frequency and the other was required them to identify the side of higher frequency (e.g., 2 times or 5 times) by ignoring the magnitude of the number. Accuracy of response and reaction time were recorded as dependent variables and analyzed by using 2 (NS compatibility) x 2 (congruency) repeated ANOVA. Results indicated that the participants responded faster and more accurately when the stimulus was NS compatible – congruent for both tasks they performed. On the other hand, the task performance was reduced when the magnitude of the number was required to be ignored. This reduction in the performance clearly indicated that the NS compatibility effect remained intact even though the inhibitory control of responding was required by the task.

MULTIPLE OBJECTS TRACKING TASK COMPLEXITY FACTORS

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The factors influencing the complexity of the task of multiple object tracking (MOT) were investigated. In previous MOT studies it was shown that participants are able to track 4-5 targets moving for 7 seconds at a speed of 1.25 to 9.4 degrees/sec (Pylyshyn & Storm, 1988; Scholl & Pylyshyn, 1999). It was found out that at a stimulus velocity of 3 degrees /sec for 5 seconds, participants are able to track up to 8 objects (Alvarez & Franconeri, 2007). It is believed that the higher the speed of stimulus, the more attention resources are required for productive tracking (Feria, 2013). There are several theories, describing changes in visual attention during the tracking process. It should be noted that the results of the MOT experiments are highly dependent on the procedure conditions and therefore they are so diverse and sometimes contradictory. Consequently, there are still unresolved issues related to certain physical conditions of experiments and characteristics of targets and distractors. In our study for each participant (30 subjects were involved) 45 trials

of MOT task were conducted in a randomized order. Trials differed by speed (2 modes of 1 and 1.5 degrees/sec), the number of targets (from 2 to 7), total objects number (from 10 to 14) and duration – 10 or 15 seconds. Each trial complexity has been evaluated. Trial complexity measure was based on the number of targets tracked by participants successfully. The plot of sorted trials complexity (dependence of the complexity value on the position in the sorted row) consists of two parts –slow (the simplest trials) and rapid complexity increasing (the region with the most difficult tasks). All trials, which include 6 and 7 targets belong to the “rapid” part of the plot. This study showed that the trial complexity depends mostly on the number of targets and its duration rather than on total number of objects or movement speed. When the number of targets is 6 and greater, successfulness decreases rapidly in task fulfillment. Study was supported by the RFBR grant 18-013-01086.

PSYCHO-IMMUNOLOGICAL ASPECTS OF FUNCTIONING OF LIFE SUPPORT SYSTEM ON THE EXAMPLE OF RUSSIAN WINTER SWIMMERS

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The relationship of the immune system and psychological protective and adaptive mechanisms in people involved in systematic winter swimming (cold hardening) was investigated. The study is based on the theory of the life support system (LSS), which describes the functioning of different levels of protective and adaptive mechanisms and allows a person to cope effectively facing difficulties. It was revealed that: 1) failure or underdevelopment of one of the levels leads to overvoltage of the entire system and hyper inclusion of other levels; 2) the prevalence of a certain level depends on the stage of personal development; 3) there is a range of the most effective protective and adaptive reactions for each type of a threat; 4) LSS is individual and determines the quality of adaptation; 5) the triggers of the development of LSS are life challenges and response patterns. The aim of this study was to clarify the functioning of the bodily level of LSS. 65 participants took part in the study. Immune parameters of repertory lymphokine interleukin – 4 (IL-4) (marker of humoral immunity) and INF- γ (marker of cellular immunity) were measured.

The following psychodiagnostic methods were used: Luscher test, Anxiety test (STAI), “Cognitive need” of V. S. Yurkevich, “Lifestyle index” of Kellerman-Pluchek. It was established that people engaged in cold hardening prefer bodily stimulation through physiological mechanisms with the inclusion of the immune-endocrine system to relieve psycho-emotional stress. High personal and situational anxiety is regarded as an unconscious reason for winter swimming. Usage of extreme short-term water-cold exposure reduces anxiety, increases cognitive needs and leads to enlarged activity of humoral component of the immune system in 2.6 times. Therefore, the relationship between the immune system and psychological defenses was established: if psychological defenses do not cope well with their functions, the immune system partially takes on this role. Prospects for further research lie in the investigation of the cold impact on the human body in the Arctic, the development of the tools for the selection of employees, successfully adapting and effectively working in the Arctic and the North. The study was supported by government of Tyumen region.

PSYCHOLOGICAL ASPECTS OF THE CREATIVE CRISIS

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The phenomenon of creative crisis hasn't been sufficiently studied in modern psychology, despite the relevance of its empirical and theoretical investigation. Article summarizes the research on the creative crisis phenomenon that we've been conducting in the Russian sample for several years. We collected and analyzed extensive phenomenological data: implicit ideas about creativity, descriptions of creative crises experience (including metaphors of creativity and crises), descriptions of emotional experience and process of coping with the crisis. Total sample included more than 200 subjects. We identified a number of positive functions of creative crises, important for its successful overcoming (signal, diagnostic, developmental (stimulating), protective and creative functions). For example, respondents who noted the developmental and signaling functions considered that the crisis could contribute to the transformation of values, motives, goals, meaningful formations, evaluation criteria, rise of new ideas. We formed a set of methods, which provide deep and complete investigation of creative crises. In addition to interviewing, it included Rokeach Value Survey; COPE Inventory, the Grounded Theory method (its prospects were substantiated in a study with V.Mazanov); and original

techniques: "Symbol of creativity" and "Life line" modification for creative biography analysis. Significant variances in value of creativity were found for different groups of subjects (involved in creative activity and those who quitted; authors and performers). Approaches to creative crises classification were proposed (eg. "inspiration crises" and "incarnation crises"). Coping strategies and their contribution to creative crises' overcoming were investigated (with A. Sudyarova). Correlation analysis showed that successful overcoming of "incarnation crisis" is positively connected with active coping and planning. However, the successful overcoming of "inspiration crisis" is associated with the adoption of situation. In general, our studies show that creative crises' overcoming depends on the type of crisis, and on the subject's personal characteristics. The latter include biographical creative experience, including events of early childhood; subject's implicit ideas about crises and creativity; locus of control; preferred coping strategies; value orientations; understanding of creative crisis' positive functions. The research contributes to the enhancement of psychological support for representatives of creative professions and the prevention of creative crises' negative effects.

AUTISTIC TRAITS MODULATE SOCIAL ATTENTION IN DYNAMIC SCENES: AN EYE TRACKING STUDY

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Being a vigilant and cooperative species, humans in the presence of others preferentially attend to socially relevant stimuli. Paying attention to others enables us to draw conclusions about their mental states and therefore provides implications for our own behavior. Human gaze behavior has been shown to be a reliable source of information about the attentional focus of individuals. Recent findings show that individuals with autism spectrum disorder spend less time attending to social stimuli compared to healthy controls. Moreover, their social attention is most impacted when visual stimuli are high in social content (Chita-Tegmark, 2016). We investigated whether autistic traits in healthy individuals modulate attention towards social stimuli. A sample of 80 healthy, young adults, M age = 21,39 ($Sd = 2,47$) were eye tracked (Tobii TX300) while watching a 3-minute video of a walk through a busy shopping mall in first-person view. Social attention was measured as view-

points on dynamic socially relevant areas of interest on depicted human bodies (i.e. front view face, front view body, behind view body). Further, autistic traits were assessed using a validated German short version of the Autism Spectrum Quotient questionnaire (ASQk). Results show that autistic traits are negatively correlated with the number of viewpoints on social stimuli in depictions of social situations. In line with earlier studies, our results show that gaze behavior in healthy individuals regarding attention towards socially relevant cues is negatively associated with autistic traits. Especially in situations with high social content, attending to social cues may be critical to understanding the social meaning of actions. Results are discussed regarding the idea that social motivation deficits play a central role in Autism Spectrum Disorders. Further, the study shows, that eye tracking with depictions of dynamic naturalistic social scenes provides a suitable measure for social attention.

LEADERSHIP PRACTICE SHAPES SOCIAL GAZE DURING NEGOTIATION

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Gaze behavior represents a crucial tool for communication and is therefore of vital importance in real life social interactions. Evolutionary signaling theory suggests that individuals use certain nonverbal signals, such as eye gaze, in order to convey leadership qualities to followers. We hypothesized that subjects would show increased eye signalling if put in a situation where they had to motivate others. Increased amounts of eye contact are for example related to dominance and expertise (Source). In order to assess socially relevant leadership skills in a student population, we used the Student Leadership Practices Inventory (SLPI), a questionnaire designed to measure skills besides the typical models that describe leadership specifically for management or businesses environments. Using eye-tracking

technology, we had $n = 72$ college students speak as leaders to a previously recorded audience of four followers. Believing that the others were live on screen, the subjects (playing the role of a leader) were told to motivate the others to invest more of their resources in a fictional negotiation game. Eye signaling was measured as fixations on dynamic areas of interest located on the eye region of the videotaped audience. Results show increased fixation counts towards the eye regions of followers in students scoring higher on SLPI. This is in line with our hypothesis and shows that leadership practices are indeed reflected in one of the most basic nonverbal behavior during social encounters. Our findings advance our understanding of the basis of leadership practice in social interactions.

INCREASED WORKING MEMORY CAPACITY PREVENTS FINANCIAL LOSSES CAUSED BY MODEL-FREE DECISION MAKING

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Which decision-making strategy we choose fundamentally shapes both our everyday lives, and the outcomes of our financial investments. Model-free decision making, although being more common, is accompanied by an overreliance on previous rewards, and thus mostly results in suboptimal outcomes and financial losses. And yet we are biased towards this strategy, preferring it to cognitively more demanding model-based decision making, which incorporates knowledge of reward contingencies. Although both share common ground, stable interindividual preferences for one of the strategies exist. In this study we aimed to test the predictive accuracy of cognitive abilities on the

choice of strategy. We expected a positive relation of working memory capacity on the usage of model-based choice behavior. 110 participants completed a two-stage Markov task as a measure of their preferred decision-making behavior. We assessed their cognitive abilities utilizing the Operation Span Task (OSPAN) and the Reaction Time Paradigm to measure processing speed. Our results show that participants' working memory capacity was able to predict an increased usage of model-based decision making. These findings, at the nexus of economic and cognitive psychology, indicate possible avenues for future research on financial decision-making.

VIEW OF THE WORLD OF ADOPTED CHILDREN AND SUBSTITUTE PARENTS: PSYCHOLOGICAL PROBLEMS

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Social orphanhood is a phenomenon relevant to Russian society. This phenomenon is considered in connection with the index of the socio-psychological well-being of society, identifying such social development issues as a demographic issue, employment and unemployment, health, level of education and culture of citizens, education, socialization and morality. One of the ways to solve the acute problem of social orphanhood is the

deinstitutionalization of orphans, their placement in a substitute family. In the presented study, basic beliefs are considered as psychological predictors of adaptation of adoptive children in a foster family. The basic beliefs of adoptive children and their foster parents are investigated. The features of basic beliefs and view of the world of adopted children and their foster parents in general are presented.

THE RELATIONSHIP OF THINKING STYLE AND FEATURES OF THE MOTIVATION OF SALES AND ADVERTISING MANAGERS

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The manager's thinking is conditioned by the formed motivational peculiarities on which his personal professional success and the effectiveness of the organization's activities depend. We assumed that the group of sales managers and advertising managers have differences in the relationship of thinking style with motivational qualities and the need for achievement. We used: A. Belousova's method of diagnosis of thinking styles, "Scale of control over the action" J. Kul and "Need for achievement" Yu. Orlov. The sample consisted of 61 people aged from 25 to 30 years, of whom 41 were men and 20 were women from organizations involved in the sale of a technical group of goods ("A" is a group) and advertising services ("B" is a group) in Rostov-on-Don. For quantitative data processing, mathematical methods were used: Spearman's r correlation was used. In group "A", an analysis showed the presence of statistically significant connections: a critical thinking style has a significant relationship with the level of expression of the need to achieve; practical

thinking style is statistically significantly interrelated with control over action in a situation of failure. Thus, in the group of sales managers, with increased control over the action in case of failure, practical thinking becomes more important, the critical style of thinking increases with increasing levels of need to achieve. In group "B", an initiative, managerial, and practical style of thinking has significant correlations with the need for achievement. A practical thinking style has a negative relationship with control over action in a situation of failure; managerial thinking style has a negative relationship with control over the action during implementation. Thus, in a group of advertising managers, with an increased need for achievement, there are increased opportunities for initiative, managerial and practical thinking styles. In a situation of failure, strengthening the control over the action reduces the practical style of thinking; in a situation of implementation, with increased control over the action, the managerial thinking style is reduced.

THE LIFE QUALITY OF ADOLESCENTS WITH SPECIAL NEEDS DEPENDING ON DEGREE OF DISEASE: PSYCHOLOGICAL SUPPORT OF THE FAMILY

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Psychological support of families with children and adolescents with complex diseases receiving treatment in hospital is considered in integrative approach that includes sociology, medicine, developmental psychology and family psychology. The models of psychological support of families in the United States and Europe are founded on interdisciplinary assessments to study the needs of families with special needs children based on comparison of sociodemographic level, socioeconomic level, life cycle of family, age and gender of the child, educational context, degree of severity (Bailey & Simeonson, 1988; Dunst et al., 2002; Felizardo & Ribeiro, 2015). The present study was designed to evaluate the needs and life quality of families with adolescents which have varying degrees of severity. 95 adolescents with diabetes mellitus type 1 aged 12-17 years (patients of National Medical Research Center of Endocrinology, Ministry of Healthcare of the Russian Federation) and 36 parents of those adolescents participated in this study. The diabetic module of the international standardized questionnaire PedsQL™ adapted from the original version (Varni et al., 2003) was used for adolescents and

parents. The present study has descriptive and exploratory aspects. It will lead to better understanding of the needs of families with children and adolescents which have varying degrees of severity. The results of this investigation show that the presence of initial manifestations of complications has no significant impact on the life quality of children with type 1 diabetes and their parents, but significantly decreases with the severity of the disease. There is a positive correlation of life quality of adolescents with special needs and life quality of their parents ($r=0,6$; $p<0,05$). The implementation of additional interdisciplinary tools to assess the Russian sample, e.g. sociodemographic questionnaires and the Family Needs Survey adapted from the original version (Bailey & Simeonson, 1988) will help clarify the wide range of needs of parents in psychological information, improve the functioning of families by psychological support in behaviour regulation, communication, education and development of adolescents with varying degrees of severity, which was also confirmed in the study of Portuguese researchers (Felizardo, Ribeiro, 2018).

BILINGUAL PERSONALITY THROUGHOUT THE IMAGE OF THE WORLD PARADIGM

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According to A.N. Leontiev, the analysis of the mechanisms that form the image of the world should be the one of the main tasks for modern psychology, because it mediates the activities of people in the real and objective world where they operate and live. Studies of E.Y. Artemyeva, S.D. Smirnov, V.V. Petukhov and others point to the three-component structure of the World Image, it includes the nuclear, semantic, and perceptual layers. The content of the semantic layer is determined by the language that the person knows and speaks. In the case of the bilingual personality formation, the semantic layer acquires the ability to translate information in the systems of meanings among different

languages. As a result, the functioning of the Image of the world as a whole is changing. The study, aimed at exploring the personal characteristics of future professional bilinguals, was attended by 443 people. We used Cattell 16PF test, The Interpersonal Diagnosis of Personality (T. Leary), The Method of Personal Differential. The results showed significant differences in bilingual groups studying German, French and Spanish. Diversities of bilinguals speaking different foreign languages are manifested in the methods and strategies of interpersonal relationships, the characteristics of personality traits and the ways of assessing the world around us, other people and ourselves.

ONTOLOGY OF SELF-AWARENESS IN PSYCHOLOGY

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This research appeared when the authors began to comprehend theoretical and methodological heterogeneity of contemporary psychology and discrepancy of goals in different studies. Therefore, the authors sought to research ontological and general philosophical basis of contemporary psychology. For achieving this goal, the methods of cultural-historical psychology were used as well as sociological and phenomenological analysis of psychological knowledge and methods of its acquitting. The research was based on the results of studies conducted in child psychology, developmental psychology, history of psychotherapy, etc. The research resulted in understanding that self-awareness was an essence of awareness, the basis of intellection, emotions, behavior, etc. Self-

awareness is understood as a basic structure of experience drawing on primary experience of selfhood opposed to an object projected into the external world. In the development of a person, this object is first of all an image of Other. Therefore, structure of self-awareness is a developing structure of a dialogue, both internal and external. In this sense, only self-awareness is able to develop. In the center of this ontology and methodology related to it there is an idea of development of self-awareness that can be researched both from within of its development and from without objectively. These two types of examination complete each other. Such ontology can describe reflectively then development of psychological knowledge, i.e. to describe history of psychology as an essential part of history of

the culture. Moreover, such ontology can become a fundamental ontology of contemporary psychology. Numerous studies were conducted on the basis of this methodology in history of psychology, clinical psychology, etc. and demonstrated broad perspectives of cultural-historical understanding and examination of psychological phenomena, i.e. understanding them in developmental and cultural context. Elaboration of such ontology opened up possibilities for development of general

psychological, genetical and clinical-psychological research. We argue that this ontology and methods based on it break new ground in monitoring and reflection of contemporary psychology and provide us with opportunity to understand it within the framework of general trends of cultural development. Moreover, it opens up new horizons in designing new applied and practical studies in contemporary society based on psychology.

FUTURE TIME PERCEPTION AND EFFECTS OF INTOLERANCE OF UNCERTAINTY: IS HOPE DIMINISHING?

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In recent years, the situation of terror and conflict in the world, economic problems, unemployment, stress as a part of daily life conditions such as people to look through life with more hope and to be more holistic and positive individuals can be affected by progress. In this study, it is planned to look at the relationship between hope and future time perception and intolerance of uncertainty then discuss with the literature. The sample of the study will be constituted from young adults and the data from the participants will be

collected via the survey. The Integrative Hope Scale (Akın et al., 2012), Intolerance of Uncertainty Scale (Sarı and Dağ, 2009), Future Time Perspective Scale (Eren and Tezel, 2010) will be used as a data collection tool. It is considered that the findings of the study are important for the information that will be given about the variables believed to be related to people's hopes about life. Key Words: intolerance to uncertainty, future time perception, hope.

THE ROLE OF JUSTICE SENSITIVITY ON PRO-SOCIAL INTENTIONS. FINDINGS FROM A ROMANIAN SAMPLE

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Justice is a very important issue in people's lives. Justice sensitivity is usually a construct measured from the victim's perspective. However, episodes of injustice typically involve more perspectives, maybe a second person who benefits from the injustice passively or actively or there may be witnesses who are not directly involved. In order to better understand these roles, Schmitt et al. (2005) investigated correlations between justice sensitivity scales and socially desirable traits (empathy, role taking, social responsibility) as well as socially undesirable traits (machiavellianism, paranoia, vengeance, suspiciousness, jealousy, distrust). Victim sensitivity was positively related to socially undesirable traits and unrelated to socially desirable traits. By contrast, observer and beneficiary sensitivity were positively related to socially desirable traits and unrelated to socially undesirable traits. Researchers have found prosocial values to be a consistent predictor of helping behaviors (Penner & Finkelstein, 1998; Rioux & Penner, 2001), and more internalized prosocial "role identities" predict more persistent and long-term engagement with prosocial activities (Finkelstein & Penner, 2004; Penner,

2002). This study aims to establish the age differences in justice sensitivity levels and the role of the four dimensions of justice sensitivity (victim, observer, beneficiary, and perpetrator) on pro-social intentions. A sample of 561 students was employed to participate in this research aged 18 – 48 years ($M = 20.60$, $SD = 4.89$). The measures used were Justice Sensitivity Inventory (Schmitt, Baumert, Gollwitzer, & Maes, 2010) and Pro-social Intentions Measure (Pavey, Greitemeyer, & Sparks, 2015). The results showed that perpetrator justice sensitivity increases with age, and victim justice sensitivity decreases with age. At the same time, victim justice sensitivity negatively predicts pro-social intentions, and observer justice sensitivity positively predicts pro-social intentions. Multiple regression analysis with justice sensitivity scales as predictors and pro-social intentions as criteria suggested that although the effects were small, there was a relationship among these variables that should be further analysed. Further research is needed in order to better understand the relationship between justice sensitivity scales and pro-social intentions.

TIME PERSPECTIVE AND SEMANTIC DIFFERENTIAL OF TIME PROFILES IN PATIENTS WITH ALCOHOL USE DISORDER

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One of the major challenges in treatment of Alcohol Use Disorder (AUD) is maintenance of patients' motivation for healthy lifestyle. Thus, understanding the mechanisms underlying motivational processes seems crucial for developing effective treatment interventions. It has been shown that individual time orientation and perception of psychological time might have significant impact on psychological health as well as tendency to adhere to healthy lifestyle. The goal of the current study is to identify profiles of time perspective and semantic differential of time in patients with Alcohol Use Disorder (AUD) and explore how they might differ from the normative scores. For the purpose of the study, 118 patients (86 men (72.9%), 32 women (27.12%)) undergoing in-patient treatment for AUD were recruited. All participants met criteria for Alcohol Dependence according to ICD-10. Average age of participants is 42.19 ± 8.17 y.o., average age of onset of AUD is 31.18 ± 7.14 y.o. ($M \pm SD$). The following methods were used in the study – Zimbardo Time Perspective Inventory and Semantic Differential of Time. The results were statistically analyzed using t-test and regression analysis. The time perspective profile of patients with AUD was statistically different from the optimal scores. Thus, average scores on

Past Positive (3.89), Present Hedonistic (3.35), and Future (3.69) scales were significantly lower than the optimal scores, while Past Negative (3.45) and Present Fatalistic (2.89) were significantly higher (all at the level of $p < 0.001$). Thus, the average profile of patients with AUD was inverse of the optimal profile. Every participant's individual scores statistically differed from the optimal time perspective profile. As compared to normative scores, patients with AUD tended to describe their Present as less active ($p < 0.001$) and more saturated ($p = 0.035$); their Past as more active ($p < 0.001$), more emotionally charged ($p < 0.001$), more saturated ($p < 0.001$), more structured ($p < 0.001$), and more engaging and meaningful ($p = 0.003$); their Future as more active ($p < 0.001$), more emotionally charged ($p = 0.003$), more saturated ($p < 0.001$), more structured ($p < 0.001$), and more engaging and meaningful ($p = 0.001$). Thus, characteristics of time in patients with AUD significantly differed from that obtained in healthy populations, which is crucial for greater understanding of motivational processes in AUD and development of treatment interventions. The study was supported by RFBR grant (project №16-06-01043).

FATIGUE EFFECTS ON TASK SWITCHING

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Modern life's work is a subject to a lot of interruptions and multitasking has become a major competence for lots of different working areas. Therefore research of task switching cost is of great importance which is reflected in the amount of publications. But one topic is not covered enough yet. Therefore a research in order to bring empirical evidence of negative effects of mental fatigue on task-switching was conducted. An undergraduate sample of 55 participants (33 female) with a mean age of 21.9 (SD = 2.5) took part in a letter-digit switching task. The task was either to make judgment about a parity of digits or to decide whether a letter was a vowel or a consonant. The task alternation was randomized. Experimental stimuli consisted of two characters (a letter and a digit) whose location inside a pair was randomized well. The target character was set with a cue precedent to a pair presentation. Mental fatigue was assessed with questionnaires. Both reaction time and response accuracy were significantly

affected with fatigue severity ($F(1, 54) = 11.528, p < 0.001$ and $F(1, 54) = 12.128, p < 0.001$ respectively) as well as the switching factor ($F(1, 54) = 145.99, p < 0.001$ and $F(1, 54) = 12.082, p < 0.001$ respectively). Both of factors were worsening the respondent's performance. But only for reaction time did they show significant interaction between each other ($F(1, 54) = 6.908, p = 0.009$) which, surprisingly, increased the reaction time for less fatigued participants. It was shown that fatigue not only causes severe loss in general cognitive performance but also significantly reduces task-switching effects when it comes to reaction time measurements. Considering the general fall of accuracy in fatigued group, this strange interaction pattern can be interpreted that heavily fatigued participants do not analyze the stimuli thoroughly enough, compared to unfatigued ones, which leads to greater error rate in all trials. This shows that mental fatigue has a great negative effect on cognitive control functions.

HOSPITAL CLOWNING EFFECTIVENESS: AT THE OVERLAP OF TWO MOTIVES

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Hospital clowning is a relatively new practice, when specially trained actors visit patients under prolonged medical treatment or being “in need of joy” because of some stressful life situation. First studies of hospital clowning confirmed its effectiveness: improvement of patients’ adaptation, their mood and well-being, general atmosphere in the ward, and cooperation between patients and medical staff. Among the most important effects – increase of appetite and decrease of preoperative anxiety in children and parents. Clowns’ visits bring not only joy, but also a sense of meaningful life, going beyond the ordinary, overcoming. At the same time, the “healing” power may affect not only patients, but also clowns themselves. The Collective Activity Theory of Y. Engeström et al. provides a model, in frame of which hospital clowning may be regarded as an activity, directed to a shared object at the overlap between the patient’s and the clown’s individual motives, resulting in laughter. How to define a common object of the shared activity between the two persons being in almost the opposite conditions in their lives? The

paper presents a pilot study conducted on N=10 hospital clowns from the “Doctor Clown”, the first organization in Russia which provides training in accordance with modern international standards. Methods used were semi-structured interviews, projective drawings of a person and a clown persona. The results of qualitative analysis showed, that hospital clowning usually has a profound personal meaning for clowns, so we regard a special “need to bring joy” in comparison with the “need of joy” in patients. The very activity of hospital clowning influences the clowns not less than the patients, which has never been studied yet. The consequences could be positive (healing effects also for clowns), as well as negative (burning out). To conclude, hospital clowning effectiveness should be regarded from both sides, a clown and a patient. The mechanism of humor and laughter in hospital clowning is to be searched at the overlap between the two needs, two motives, as an outcome of their shared activity. The object of such a shared activity may be defined as connectedness or humanness.

BRIEF NEUROPSYCHOLOGICAL EVALUATION OF COGNITIVE ABILITIES IN PATIENTS AFFECTED BY MULTIPLE SCLEROSIS

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For decades it has been believed that cognitive deficits did not belong to the diagnosis of Multiple Sclerosis (MS) and that they were less important than what the disease could cause like disability to walk, see, incontinence, but cognitive disorders, albeit mild, can interfere in the daily life of a person instilling feelings of uncertainty and concern. Many people, when they are seen by a neurologist, complain of memory problems, and often return home with prescriptions of anxiolytics and/or antidepressants drugs. We want to demonstrate that by using a valid and easy to administer tool, a short monitoring (30 minutes) of cognitive functions can be performed, not a complete assessment, but that still allows a first discrete and reliable cognitive assessment. The sample of 12 women diagnosed with Relapsing-remitting MS (RRMS), aged between 32 and 65 years. Eight out of twelve complained of short-term memory problems and inattention. Four showed obvious changes in mood and anxiety. Each patient has been subjected to: Preliminary meeting with the neurologist, psychological interview, previous and current history of psychopathological issues, administration of tests, return to the patient,

sending for any rehabilitation program and/or psychological support. Tests used for the investigations were: BICAMS (Brief International Cognitive Assessment for MS); Language: Phonemic fluencies and semantic fluencies, Rey 15-item Memorization Test; Short-term memory: Digit span forward, Digit span backward; Long-term memory: Babcock Story Recall Test, Raccontino di Anna Pesenti (Novelli e coll., 1986); Attention: Trial Making Test (A-B). Findings: In most cases, the neuropsychological evaluation didn't show any loss of performance to neuropsychological tests and only the qualitative analysis allowed to highlight the presence of blurred and slight difficulties, not of pathological significance. From the qualitative neuropsychological evaluation, only for 2 patients, the neuropsychological evaluation showed poor performance in one or more cognitive domains. Deficits due to attention, cognitive flexibility, speed of information processing, Visual-Spatial Memory are highlighted. Language, access skills and lexical recovery are preserved. The results are in line with current scientific research on cognitive deficits in patients with MS.

"SELF-PORTRAIT" AND OTHER GRAPHIC TESTS IN PSYCHOLOGICAL DIAGNOSIS OF CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISORDERS

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Drawing tests are considered to have a significant diagnostic potential in clinical psychology and used in psychological diagnostics for about a century. In child clinical psychology drawing tests were used more than 50 years (Bekhterev, Gudinaf-Harris, Venger, etc.) These tests may be applied in several aspects: assessment of cognitive, projective, and motor component. Usage of «Drawing Yourself» technique in diagnosis of children and adolescents with impaired development (mental, somatic) is very important. We suppose to investigate connection between duration and beginning of mental or somatic illness and quality of drawing in children and adolescents. Assessment of diagnostic parameters of "Drawing Yourself" technique in children with mental and somatic disorders was carried out. Samples 1 (S1) 48 (10-16 y.o. mean age 14,3) with early beginning of mental disorders before 10 y.o. , patients of hospital MHRC. Samples 2(S2) 55 (10-16 y.o. mean age 13,9) patients with beginning of mental disorders after 10 y.o., patients of hospital MHRC. Samples 3(S3) 25

(10-17 y.o. mean age 12,8) patients of somatic outpatient hospital with somatic disorders. Evaluation parameters: Size, location on the paper, type, quality of drawing (rating from 1 to 10), limbs, clothes and features of the drawing. Comparison S1, S2 and S3 showed the difference in type of drawing: the best results were obtained in S3, the worst– in S1. S1 and S2 differ significantly in frequency of scheme as a type of drawing ($p \leq 0,01$). The same was obtained in quality of drawing: S1 demonstrated the worst results, S2 and S3 were very similar. The research shows that the drawings of children and adolescents with early beginning of mental disorder (S1) have the worst quality and type of drawings. On the other side patient with later beginning of mental disorder (S2) have similar quality and type of drawings with somatic patient (S3). In the drawings of S3 we find some specific peculiarities concerning there somatic disorder. "Self-portrait" or "Drawing yourself" seems to be a good technic for assessment children and adolescents with different types of disorders.

VISUALIZATION OF LINES OF RESEARCH ABOUT MENTAL HEALTH STUDIES AND DIFFERENTIAL ITEM FUNCTIONING

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Differential Item Functioning (DIF) is a technical approach to identify the presence of systematic error in the measurement of latent constructs, when we applied the same item in different populations or groups. DIF has been widely used and studied for decades in educational testing, nevertheless applications in mental health assessment only have received an increasing interest in the last decade. The purpose of this paper was to analyze the scientific output about DIF in the applied area of mental health, using text mining to identify the main research perspectives in this field, by way of visualization of co-occurrence networks of keywords extracted from scientific articles. The search was made on the Web of Science database including literature published until 2018. Following a similarity visualization methodology, distance-based maps were constructed using the VosViewer 1.6.9 software. A full counting method and a cluster resolution of 1.00 were defined as parameters for the maps. We analyzed 263 articles, of which 258

were in English, 4 in Spanish and 1 in Chinese. 663 keywords were obtained, of which the 120 most relevant were selected. Ten clusters were identified, which are related to the application of psychometric analysis to assess the quality of tests, use of item banks (epidemiological and quality of life studies), applications of DIF analysis with different methods by a specific variable (gender, aging), or in assessment of specific constructs (e.g. cognitive impairment), cross-cultural analysis and measurement of invariance. The construction of bibliometric maps is an appropriate methodology to identify particular features about item bias research in mental health assessment. The research lines in this area were characterized by, first, having a psychometric orientation; second, empirical research about specific populations by age and diagnosis, and, third, the use of DIF procedures in cross-cultural studies about wellness and quality of life.

THE PSYCHOLOGICAL BASES OF SEXTING

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Sexting is the exchange of sexually suggestive pictures (i.e. "sexts") via Internet. Literature distinguished between experimental sexting, which is a new way to explore sexuality, and aggravated sexting, that hides harmful intentions. Among aggravated sexting, previous research pointed out that not-allowed sharing of sexts, that is the sharing sexts of someone else without his/her consents, was related to aggressive behaviors (i.e. bullying, dating violence). The large majority of studies used the Five Factor Model (FFM) to study the personality bases of sexting behaviors. Recently the Six Factor Model of personality, named HEXACO, enlightened to have more predictive power than FFM in several psychological domains. The aim of the present study was to investigate the role of HEXACO personality traits in relation to sexting behaviors among adolescents and young adults. Participants were 674 adolescents and young adults (60.7% girls; $n = 409$) from 13 to 30 years old. Sexting Behaviors Questionnaire-revised and

HEXACO Personality Inventory were administered. A set of regression analyses were run. Sending own sexts were positively predicted by age, $\beta = .15$, and extraversion, $\beta = .09$, and negatively by honesty/humility, $\beta = -.12$, and conscientiousness, $\beta = -.10$, $R = .22$. Sending sexts of other people with their consent was negatively predicted by honesty/humility, $\beta = -.16$, emotionality, $\beta = -.09$, and conscientiousness, $\beta = -.11$, $R = .25$. Finally, sending sexts of other people without their consent was negatively predicted by honesty/humility, $\beta = -.17$, and conscientiousness, $\beta = -.12$, and males were more likely to engage in it, $\beta = -.14$, $R = .32$. The present study provided a differential profile of normal personality traits for individual who are more likely to engage in different kind of sexting. However, the distinct feature of the HEXACO personality model, namely the honesty/humility factor, emerged as the most important predictor of each investigated sexting behaviors.

COGNITIVE ENHANCEMENT AND INTELLECTUAL DISABILITY PRESENTATION OF A CASE ON FOLLOW-UP

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The Intellectual Disability is a neurodevelopmental disorder, characterized by a significantly under the average intellectual functioning, with serious impairment of the adaptive functioning. It is a complex clinical condition characterized by an interrupted or incomplete psychic development which result in an impairment of cognitive, linguistic, motor and social abilities that show up during the development and contribute to the global intelligence level. Epidemiological studies (Kabra and Gula, 2003) show that in western countries 1-3% of the population has Intellectual Disability (IQ<70), but the percentual grows significantly if we consider a clinical condition with IQ<75 (10% of the population). In the present work, we

describe a clinical case of a subject with Borderline Intellectual Functioning, whose IQ improved after cognitive trainings but decreased after a suspension of the specific trainings for 4 years. Objective: showing that the cognitive training can be an effective protection for the Intellectual Disability. We will show the result obtained after the first cycle of cognitive trainings (8 years old); clinical reevaluation four years later; results after the second cycle of cognitive trainings (13 years old). The results of this case let the authors conclude that during the development a specific cognitive training can be considered as one of the main way to prevent and protect against the Mild Intellectual Disability.

APPLICABILITY OF A PROTOCOL FOR THE ATHLETE'S ANXIETY MANAGEMENT TO THE PERFORMANCES OF THE SHOW

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Many people who perform by passion or who work in the entertainment world experience anxiety similar to those described by athletes. Accordingly, the structuring of effective protocols of psychology applied to the show is as a growing need to respond to such difficulties. The psychology applied to sport is a field full of intervention models that can be suitable also for musicians and for other artists or professionals who work in contact with public. The present study aims to explore the usefulness of an anxiety management program, adopted with athletes, to face similar difficulties experienced in the entertainment world. The sample consists of

49 subjects including musicians, presenters, singers and politicians. A test-retest was performed by administering the test S.T.A.I. and a questionnaire on psychological performance in the show. The results show that the protocol drawn from sports psychology is also effective for performances in the show. However, in the entertainment field it seems important to respond to some specific requests (eg improvement of memory, integration of public identity with private ones, etc.), taking care also of specific needs and difficulties experienced in this area.

THE ACTIVITY OF THE MILITARY PRIESTS IN BATTLE CONDITIONS: PROBLEMS AND PERSPECTIVES

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The Real practice of military priests requires determining the conditions for improving its effectiveness in the preparation and conduct of military operations. Methodological, theoretical and empirical substantiation of the main characteristics of the activity of military priests is necessary. It is important to define the group ideal of military priests. The methodological basis of our study is the subject-activity theory of S. L. Rubinstein and reflexive-activity approach of E. I. Kuzmina. We used methods: observation, experiment, questioning, conversation, expert evaluation in combination with historical and psychological analysis of documents. The experiment was conducted using the technique "Ideal" (E. I. Kuzmina and Z. V. Kuzmina). This technique, implementing the principle of unity of consciousness and activity in the practice of experimental research, allows in conditions of free choice, activating reflection, to reveal the compentential abilities of the individual and collective subject. Each priest (88 people) was asked to write the three most important, in their opinion, qualities for the activities of military priests and arrange them in a hierarchical order.

As a result of taking into account the frequency and ranking of the list of qualities, a group-wide list of ten competitive abilities ranked in order of importance was compiled, reflecting the presentation of the clergy about the ideal number of qualities that should be inherent in military priests. Prior to the pilot study on the technique "Ideal" with the clergy, the group of experts prepared its ideal series of ten qualities ranked in order of importance. Comparison of the group list of priests with the ideal of experts with the calculation of the difference between the ranks showed that they are identical in composition, but there is a difference in the hierarchy of qualities and in the understanding of the content of qualities. Comparison of lists according to the formula of CH. Spearman showed a low identity of the hierarchical series of qualities proposed by experts and clergy. Abilities necessary for the priests to actions in combat — intelligence, vitality, patriotism was in last place in the group-wide list of priests, whereas in the ideal experts of these qualities were in the first place. This means that it is necessary to raise the professional level of priests.

FUNCTIONING OF THE CORE-SETS OF THE INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF)

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World Health Organization established the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001) to determine the functioning and disability of patients in different health conditions in a comprehensive way. The ICF has more than 1400 categories, but in each health condition only categories that better describe the patient's functioning in that health condition are used. This is called the ICF Core-Sets (ICF-CS). Our task was to show the main characteristics of the studies that try to analyze if the categories of the different ICF Core-Sets are adequate and to evaluate the functionality and disability of patients. We did an analysis of articles that investigate the issue of the proper functioning (adequacy and sufficiency) of ICF Core-Sets in practice to assess the disability and functioning of the patients. The review was conducted on WoS and Scopus databases and spanned from the years of 2007 to 2018. 19 articles were selected that met the established criteria. Some of the results that were found were that 84.21% of the

studies investigated the functioning of the Core-Sets using a single country, that most of the studies focus on two health conditions: Osteoarthritis (21.05% of studies) and Low Back Pain (15.79%). Other result was that not all the studies reported the number of centers where they evaluated the functioning of the Core-Sets (only 15 studies), and one study did it in 34 centers and another in 14 centers, while the rest (13) did it in 4 centers or less. We conclude that the studies of the functioning (adequacy and sufficiency) of the ICF-Core-Sets should include different countries to analyze the validity at a cross-cultural level since it was found that most of them were carried out considering only one country, for example, consider at least one country from each of the six WHO global regions. Another conclusion was that it is necessary more hospitals to have a greater diversity in the sample by study, because generally 4 centers or less were used. Finally, in the future, more studies should be conducted to evaluate the ICF-CS of more health conditions, including more mental health conditions.

INTERSECTIONAL APPROACH TO THE SEXUAL AND REPRODUCTIVE EXPERIENCES AND EXPECTATIONS OF CAPE VERDEAN AND PORTUGUESE FAMILIES

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Sexual and reproductive health (SRH) constitutes a crucial component of general health and a central feature of human development (UNFPA, 2008). Good SRH is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. As a complex and dynamic construct, SRH is interlinked with several health areas, from fertility to pregnancy, from sexually transmitted infections and sexual dysfunctions to the ability to have a satisfying sex life and capability to decide whether and how often to reproduce. FEMINA (FErtility, MIgratioN and Acculturation) aims to explore intersectional inequities in SRH among Cape Verdean and Portuguese families belonging to different socialcultural groups, and how those inequities impact fertility in Portugal. Main goals: 1) to identify sociocultural determinants of SRH among Cape Verdean and Portuguese men and women of reproductive age; 2) to gain a better understanding of the diversity of the sexual and reproductive experiences and expectations of Cape Verdean and Portuguese men and women of reproductive age, considering the singularities of their migratory, social and family dynamics; 3)

to produce recommendations on how policy makers, employers and service providers could better address the reproductive health needs of Portuguese-born and migrants. The study will address these goals using a mixed methods approach, including: a cross-sectional telephone survey with around 600 native and 600 Cape Verdean men and women aged 18-49, residents of the Greater Lisbon Area; a qualitative research through in-depth interviews with a subsample of 30 Cape Verdean and 30 Portuguese men and women; a Delphi technique for finding consensus on good practices for SRH. This proposal general aim is to bring up to discussion supporting practices (from health institutions and practioners) that would allow more equal treatments of men and women, by supporting a more open attitude towards the cognitions and practices of immigrants and how they can play a role in the receiving culture. The scope of this research underlines the relevance of the knowledge produced by social sciences to understand social phenomena, such as fertility and sexuality, and to uncover efficient pathways to improve systems and practices.

SOCIAL REPRESENTATION OF PERPERTATORS IN ITALIAN SOCIAL WORKERS

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In recent years, the attention for perpetrators treatment programs has increasingly, but in Italy this is a new intervention area (Bozzoli, Merelli & Ruggerini, 2017). The World Report on Violence and Health (WHO, 2014) suggested an ecological approach to the gender and domestic violence to understand the nature of this issue (Chiurazzi, Arcidiacono & Helms, 2015). Violent behavior is analysed on individual, relational, socio-cultural and community levels, considering also the main theoretical approaches (feminist, social, psychological and psychodynamic). The literature analysed the effectiveness of treatment programs (Gondolf, 2004; WHO, 2007; Aldarondo, 2009; Gondolf, 2011), but rarely representations of operators working with violent men. In an ecological perspective, the research aimed at exploring how stakeholders and professional of domestic violence system represented the perpetrators and their motivation to adherence to the intervention programs. Fifty Focalized Narrative Interviews (Arcidiacono, 2016) were

collected and analysed by Grounded Theory Method (Corbin, Strauss, 2008). The preliminary analysis highlighted that perpetrator is described as fragile, narcissists (structured power on the maintenance of the oppressed), seducers and manipulators (even with operators), with difficulties in communication and thought (acting-out), often victims of assisted and/or direct violence during childhood, low tolerance and often with other addictions (alcohol, drugs and gambling). In particular, the female workers often appear to be resigned to the assessment of a possible change of the perpetrators, but they propose the fatherhood identity as a motivating factor to create insight into the need for behaviour change, as suggested by the more recent literature fatherhood (Stanley et al., 2012). The research was carried out within the framework of the "Violent dad in child shoes" project funded by the European program Justice 2018, which aimed at building self-assessment of based on exploratory and 4.0 CTS seriousgame.

DEVELOPMENTAL DYSLEXIA AND ADOLESCENCE THE NEUROPSYCHOLOGICAL REHABILITATION OF READING IN ADOLESCENCE A CLINICAL CASE

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Research literature shows how Developmental Dyslexia is a disease that will persist during the life, but it will show different levels of severity depending on personal cognitive characteristic and educational opportunities. However only few researches investigate the development of this disease during the years (F. Dellai, S.Lapparini, C. Cornoldi, G. Englaro, 2014). The aim of the present study is to show the reading abilities of a girl whose Developmental Dyslexia has been diagnosed when she was 8 years old, and compare the results of the first evaluation with the second one, six years after. At the age of 8, the subject did a first cycle of a sub-lexical

Reading Rehabilitation Treatment after which the clinical symptoms were improved (both rapidity and accuracy were in the average). In line with the findings in literature (Tressoldi, Vio 2008), rapidity has been greatly improved after the first cycle of treatment. Objective: Demonstrate the efficacy and efficiency of a Reading Rehabilitation Treatment on a 14 years old subject. Neuropsychological Rehabilitation Treatment based on the Bakker method (Balance Model), organised in 24 sessions (45 minutes each, twice a week). We show the results of the pre and post Treatment and of the follow-up (6 months later).

ETHNOPSYCHOLOGICAL PECULIARITIES OF SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS WITH DIFFERENT TYPE OF PICTURE OF THE WORLD

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A relatively new, but relevant trend in psychology is the study of social intelligence. Various aspects of the problem of social intelligence are reflected in the works of G. Ayzenk, L.I. Antsiferova, N.V. Bachmanova, M.I. Bobneva, X. Gardner, V.N. Druzhinin, K.A. Kudryavtseva, V.N. Kunitsyna, V.A. Labunskoy, G. Lyman, R. Loumana, E.S. Mikhailova, R. Sternberg, D.V. Ushakova, E.A. Fedorova, N. Frederickson, M.A. Kholodnoy, O.B. Chesnokova, A.L. Yuzhaninova, et al. At the same time, studies of the ethnopsychological features of social intelligence are practically not presented. In this regard, the goal of our research is to identify the ethnopsychological features of the social intelligence of high school students with different types of world view. Base research: students grades 9-11 at the age of 15-17 years. Of these, 54 Russian-born schoolchildren and 42 are Meskhetian Turks living in the city of Rostov-on-Don. The study used the methods of research of social intelligence Guilford-Sullivan (in adaptation by AS Mikhailova (Aleshina) and the test "Picture of the World" (E.S. Romanova, O.F. Potemkin). Statistical data processing included descriptive statistics, the Mann-Whitney U-test. As a result of

the study, it was proved that the senior pupils of both Russian and Turkish nationalities are characterized by the predominance of the landscape picture of the world. At the same time, high school students-Turks are distinguished by a tendency to more often demonstrate a planetary picture of the world, and high school students of Russian nationality a metaphorical picture. It is proved that high school students of both nationalities with a landscape picture of the world characterize a good understanding of the relationship between people's actions and their consequences, orientation in generally accepted norms and rules of behavior, the correct interpretation of both non-verbal and verbal behavior. But Russian high school students better predict the development of the situation, and more accurately predict the consequences of the behavior of the interaction participants. High school students-Turks with a metaphorical picture of the world better anticipate interpersonal events, are well versed in moral and ethical norms and rules, well interpret non-verbal behavior and more accurately predict the dynamics of interpersonal relationships.

MEDIATING EFFECT OF NARCISSISM ON THE RELATIONSHIP BETWEEN EMOTIONAL STABILITY AND GRATITUDE

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A number of researchers suggest that while personality traits are positive predictors of gratitude (without neuroticism), narcissism and arrogance should inhibit gratitude (McCullough et al., 2001). However, this somehow obvious theory has not found a strong support as very few studies have reported the relationship between being narcissistic and grateful (Watkins, 2014). Moreover, in several analyses association between these variables was not statistically significant or it was "trivial" and positive, leading Authors to disconcertedness. Looking at the topic from another perspective, Emmons (2007) observes that, at times, narcissistic people can express gratitude in different ways and for different sorts of things. The aim of this study was to: 1) share more light on the topic through assessment of relationship between dimensions of narcissism and gratitude; 2) focus on the mediating role of narcissism in the relationship between gratitude and emotional stability. The research was conducted on the group of 161 participants who completed IPIP-BFM-20 (personality traits; Topolewska-Siedzik et al., 2014), GQ-6 (gratitude; Kossakowska and Kwiatek, 2014), and NPI (narcissism; Raskin & Hall, 1979). The mean age of the respondents was $M=23.82$ with $SD=8.470$ (range=18-60

years). Most were women (80%). The results illustrate a significant correlation between gratitude and: self-admiration/self-absorption ($r=0.23^{**}$), superiority/arrogance ($r=0.18^*$). Furthermore, it was found that gratitude correlated with: active narcissism (leadership and superiority) ($r=0.17^*$) and independent narcissism (superiority and self-admiration) ($r=0.25^{**}$). The outcomes obtained by mediation analysis, conducted using a bias-corrected bootstrap, reveal the significant indirect effect only in the case of emotional stability on gratitude through independent narcissism (Indirect = 0.067, SE = 0.303 95% CI[0.009,0.137]). Outcomes of the present study seem to imply that the relationship between emotional stability and gratitude is mediated by the individuals' independent narcissism. This result shows that besides maladaptive characteristics of narcissism there are also adaptive ones, expressed in capacity to be grateful. Indeed, Emmons (2007) does not deny to narcissistic individuals lack of gratefulness, but he makes evidence that such people differ from non-narcissists by experiencing gratitude for fewer aspects of their lives, being less likely to cite the benevolence of others, and mentioning more material possessions and self-attributes.

ADHERENCE TO PSYCHOLOGICAL TREATMENT

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The concept of adherence to treatment has been applied to pharmacology and health recommendations, is also interesting its applicability to psychology; efficacy or therapeutic success is a central concern in the daily professional practice. The oral presentation will try to bring that idea from the practice as therapist. Psychology has developed programs to improve adherence in medication and health recommendations, and help the variables that modulate it, such as prescriber and patient psychosocial variables; the goal is to include those in the psychological treatment to improve efficacy and therapeutic success. During the presentation I will approach how this idea influences the psychological intervention, from the knowledge of the practice of clinical and health psychology; I will explain the importance of: the relationship with the therapist, the expectations of therapy and treatment, constant feedback of the patient's condition, his / her desire to continue with the techniques

implemented or not, his perception of improvement with these techniques and expression Of their needs in session-by-session therapy, the changing environment and, as we are causing a change, changes in patient variables. I will introduce the therapist and adherence as a modulator between the needs / symptoms of the person and the techniques / scientific basis. From the scientific basis therapies are based on therapeutic objectives, needs assessment and symptoms to develop and implement an effective therapy (scientific evidence), since that reality is in perpetual development throughout the therapy, this does not mean that the therapy is established in a continuous way in time, but adapts to the patient's own change and once the symptoms and the changes that result have been overcome, the person values the need and his desire to continue in therapy, because he needs or not to handle the situation and / or symptoms.

ON PSYCHOLOGY AND PSYCHOSOMATICS

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Psycho-somatic as well as somato-psychic theories respectively summarize high complex interaction of psychic-physiological-social factors of human life giving basis in context of therapy and prophylaxis. During opening-ceremony of ICPM in Kobe Emperor Akihito appointed: "total symptoms of mind and body, seeking ways of holistic care ... it is extremely important for patients ... my hope contributes ... the progress of medical science and people's happiness in the entire world". In this context is demonstrated practical model for integrative psychology. According to epistemology is established psychology by W.Wundt in 20th century as independent fundamental discipline of anthropological sciences related to philosophy&medicine. The interdisciplinary discipline psychosomatics reflects interaction between psychic and physiological phenomena. Psychosomatic practices of occidental/oriental medicine are applied by patients/probands. Evaluation of psychic-"polar-attitude-list"/physiological-parameters is given: heart-rate, blood-pressure,etc. Observations about influence of music, respiratory, yoga-physical therapies on psychic&physiological parameters demonstrate strong positive effects. Items of categories psycho-physiological (relaxed), emotional (tranquil/happy), cognitive (few/ordered thoughts), voluntary (active/spontaneous), social (open/assertive), consciousness (clear/sleepy)

are significantly positive changed 25-50%. The 3 therapies have specific psychic effects, e.g. items "relaxed/tranquil" after respiratory-(+45/50%)/music-therapy (+20/5%), also "open" (+25%) are positive, but negative after respiratory-therapy (-20%). Items are stronger changed before then after surgical intervention. Higher effects are observed for investigators&children than of psychology-students. Psychic effects are correlated with positive physiological ones, e.g. heart/respiratory frequency decreased 25-30%, voluntary apnoea prolonged 55% ($p < 0.05-0.01$, $n=145$). An integrative psychotherapy incl. occidental-oriental (music-/yoga/tai-chi/Zen,etc.) approaches could be applied for psychosomatic/psychopathological disorders. Combined treatment could be applied by functional cardiovascular disturbances (arrhythmia, tachycardia, hypertension). Different methods are with preference, e.g. in psychiatry for neurosis (relaxation), for depression&mania: physical training and music therapy (activation/inhibition), for epilepsy: respiratory therapy – hypo-/hypercapnia: inhibitory/excitatory effects on CNS-structures. Systematic research about influence of psychotherapies counteracting disturbances in psychosomatic&psychiatric patients could support UNO-Agenda for better health-education,etc. on global level.

ON PHILOSOPHICAL ANTHROPOLOGY AND PSYCHOLOGY

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Considering the fundamental question of philosophy: "What is the human?" Immanuel Kant created scientific philosophical anthropology. This is essential for a future integrative psychology. New interpretation of psychology related to occidental-oriental philosophy and medicine is necessary, beginning with Aristoteles- Platon- Rhomas Von Aquin – Descartes – Leibniz, etc. as well as Avicenna – Hippocrates – Galenus – Hua T'Ua – Paracelsus. Creation of an integral anthropology (individual-natural-social) including holistic & multidimensional information about human being (spiritual-mental and other upto somatic "spheres") & interaction with nature (geo-biospheres) & society (family, school, etc.) related to psychology in context of psychosomatic (Th.von UEXKÜLL) & somatopsychic theories (Y.IKEMI) is *conditio sine qua non* for future education ("Bildung & Erziehung"). Ethical-frames destination acc. to Kant's human obligations to himself (psychologists and personnel), other humans (patients), sub-humans (e.g. reduction of animal experiments), supra-human beings (patients from different cultures: Brahmanism,

Buddhism-Shintoism, Christianity-Mosaism, Confucianism-Taoism, Mohammedanism, etc.) related to modern ethical theories (deontology, utilitarianism, etc.) are fundamental for future psychology. Psychotherapy and psychopharmacological-surgical-treatment must be in concordance with ethics in psychology and medicine (*primum non nocere*), e.g. for oncological (radiochemotherapy) or dental patients (infection of teeth, etc.), in context of psychooncology and psychodontology. Self-control of humans incl. patients by occidental (cognitive therapy, etc.) and oriental practices (Buddhist, Yoga, etc.) could counteract psychopathological and pathophysiological reactions supporting total health (spiritual, mental, social, etc.) of patients. Foundation of an European and an International Academy for Psychology, similar to European Acad. Neurology (EAN-2015-Berlin), by EFPA/IUPsyS/American/European incl. Russian societies, e.g. in Moscow-Kaliningrad or West-Europe could support conception in context of UNO-Agenda for better health-ecology-economy on global level.

A QUALITATIVE ANALYSIS OF PSYCHOLOGICAL CONSULTATIONS FOR NURSES WORKING IN A PALLIATIVE CARE DEPARTMENT

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Palliative care encompasses aspects of bodily, social, psychological and spiritual pain. Therefore, palliative care nurses in Japan are often confused and distressed about the adequacy of their communication and care for patients. Clinical psychologists can help the nurses through psychological consultation using professional communication skills. We collected 5 cases of psychological consultations for the nurses working in the palliative care department of a Japanese hospital and analyzed these records as qualitative data. The records are divided into 3 parts: "Nurses' worries", "Feedback and advice from the consultant", and "Lessons and insights from the consultations". The main purpose of this analysis is to specify the role of psychological consultations in helping nurses to solve their problems. We found that nurses had 2 types of worries which were categorized as "Worries about their identity as a nurse" (3 descriptions), and "Worries about communication with patients and families" (10 descriptions). Feedback and advice from the consultant were categorized as "Feedback from sharing a common sense to understand the case" (8 descriptions), "Advice about approaches to communicate better with patients and their

families" (8 descriptions), and "Feedback and advice giving to nurses directly" (10 descriptions). The lessons and insights from consultations were categorized as "Knowledge from consultations" (7 descriptions), "Recollections of past behaviors and emotions" (2 descriptions), "Realizations from consultations" (4 descriptions), and "Positive changes after consultations" (5 descriptions). In "Knowledge from consultations", almost all 5 cases mentioned a similar description resembling, "As a nurse, I need to cherish my patients more". For the category of "Positive changes after consultations", some of the nurses mentioned that they felt relieved by consultant's supportive words. The chief takeaways from our findings are that psychological consultation can provide nurses with both professional perspectives from psychology and support for their emotions. In addition, nurses from this study who were working in the palliative care department tended to worry about their communication with patients the most. Psychological consulting in this manner may further lead them to recognize their responsibility as both a medical provider and a caregiver which is considered especially important for palliative care.

THE EFFECT OF PARALLEL LINES' ORIENTATION ON THE MAGNITUDE IN THE POGGENDORFF ILLUSION

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The Poggendorff illusion is that when the oblique is hid by two parallel lines, the two part of oblique seen looks like do not align each other. There are several theories of the Poggendorff illusion. One of them is that the Poggendorff, Tilt, Ponzo and Zollner illusion are under the same mechanism with the tilted room illusion and rod-and-frame effect what affected by visual context on orientation (Prinzmetal, W., & Beck, D. M., 2001). In this experiment, effect of parallel lines' orientation which influence visual context when it is vertical is observed by varying this orientation to examine above theory. The stimuli consist of two parallel lines and obliques. The variable is orientation of parallel lines. The orientations are changed 10° or 20° toward clockwise or counterclockwise from vertical. The oblique is always 45°. Participants move the oblique lie at left bottom to where looks like most collinear with other oblique lie at right top. The illusion is appeared in all conditions. The difference in condition of interval between parallel lines and oblique do not exist. The magnitude of illusion

varied as orientation of parallel lines. When this orientation is toward clockwise, size of illusion is more than twice other two conditions. This result is same with early study which insisted the Poggendorff illusion is large when angle difference of two lines is 15° than 40~50° (Weintraub and Krantz 1971). The parallel lines' orientation varied as small degree 10° from vertical. Although the different degree is small, when parallel lines are toward clockwise from vertical, the gap of illusion is more than twice. This suggests the condition has specific point that parallel lines are the criterion to judge visual context. If these lines shift from vertical, this criterion impaired and made illusion bigger. This proposes the possibility that the Poggendorff illusion is affected by visual context and have same mechanism with the tilted room illusion and rod-and-frame effect. The reason the magnitude of illusion between other two conditions are similar seems because two effect impaired visual context and orientation difference in lines consisting stimuli cancel out.

THE EFFECT OF EMOTIONAL AROUSAL ON ASSOCIATIVE MEMORY: MEDIATION OF SEMANTIC RELEVANCE AND SPATIAL PROXIMITY BETWEEN ITEMS AND BACKGROUNDS

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A large number of studies have found that emotion arousal could impair the item-background associative memory. Some researchers explained these findings by attention narrowing theory, namely emotional arousal may selectively capture and focus attention to the arousing items, which will enhance the memory of emotion arousal item and impair the associative memory between items and backgrounds. Furthermore, according to the unitization hypothesis, arousal can enhance item-background associative memory when items and backgrounds would be encoded into an integrated unit. Therefore, it is valued to explore how semantic relevance or spatial proximity between items and backgrounds will play a role on item-background associative memory. There are 3 experiments to explore how semantic relevance and spatial distance between emotional items and neutral backgrounds would influence the item-background associative memory by using a cued associative recognition paradigm and eye-movement technology. In experiment 1, we conducted a (arousal of items: negative or neutral) \times 2(semantic relevance : relevant or irrelevant) \times 2(the distance between

item and background: near or far) within-subject design; in experiment 2, we conducted a (arousal of items: negative or neutral) \times 2(semantic relevance : relevant or irrelevant) \times 2(where the item located in the background: central or peripheral) within-subject design; in experiment 3, we conducted a (arousal of items: negative or neutral) \times 2(semantic relevance : relevant or irrelevant) \times 2(spatial consistency: consistent or inconsistent) within-subject design. The dependent variables in 3 experiments are the accuracy of item memory and item-background associative memory, the rate of fixation number on the area of interests and the distribution ratio of attention to the area of interests. The results showed that (1) semantic relevance and spatial distance would restrict the influence of emotion on the item-background associative memory, and semantic relevance accounts more for this constraint; (2) the unitization of item and background would help to alleviate impairment of arousal on item-background associative memory; (3) Attention is not the only reason to explain effect of emotion arousal on item-background associative memory.

ALPHA-AMYLASE AND CARDIAC RESPONSE TO PSYCHOSOCIAL STRESS IN YOUNG MEN AND WOMEN

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There are sex-specific prevalence rates for several diseases that could be related to how men and women respond to stressors. The impact of sex and the menstrual cycle phase on the autonomic response to psychosocial stress remains controversial. The exposure to a stressful situation elicits the activation of several physiological pathways, including the autonomic nervous system (ANS) which seem to be affected by sex. We explored ANS activity through salivary alpha-amylase, heart rate, and heart rate variability responses to the Trier Social Stress

Test (TSST) in healthy young people. The sample was composed of 25 men, 26 women in the luteal phase, and 25 women in the follicular phase, from 18 to 25 years of age. Participants were exposed to the TSST or a control condition. The results indicate that men showed higher sympatho-vagal activity in the stress condition compared to the two groups of women. These findings support that sex and the menstrual cycle phase moderate ANS reactivity to psychosocial stress.

THE ROLES OF SELF-COMPASSION TO PROMOTE FORGIVENESS WHEN FRIENDS CAUSE TROUBLE

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Japanese college students seem to be in a quandary about how to relate to their Japanese friends during the past two decades. When a Japanese student makes a friend uncomfortable and/or angry, they find it difficult to forgive that friend. As a result, they have tendency to avoid maintaining a relationship with those close friends. The hypothesis of this study is that the development of self-compassion may help students to perceive that it is normal for people to make mistakes, and to promote forgiveness in a way to ease tensions and maintain friendships when suffering from hard feelings in a relationship. The purpose of this study is to explore how self-compassion affects a friend's-forgiveness as well as self-forgiveness. The Japanese version of the Self-Compassionate Reactions Inventory (SCRI-J) and the Japanese Version of the Heartland Forgiveness Scale which consisted of two subscales (Self and Situations, and Others) were utilized to find the relationship between self-compassion and forgiveness of one's self and others. For the purpose of this study, a few questionnaires of SCRI-J and the Japanese version of the

Heartland Forgiveness Scale were converted to employ the forgiveness friends instead of the forgiveness others. It is important for college students to focus on relationships with friends instead of with others because they share a large part of their time and energy in their relationships with friends. These two types of self-reporting questionnaires were distributed to 55 college students. Findings showed a positive correlation between self-compassion reactions and Self and Situations Forgiveness, however Friends of the Japanese Version of the Forgiveness Scale were not significantly correlated. Positive implications of this study might be when a college student has learned self-compassion. Such self-compassion might manifest as perceiving and accepting how he/she is, and the ease for the student to forgive himself/herself. However, self-compassion is not enough to forgive friends when college students are suffering from the relationships. Specific interventions may be needed for students to learn why and how to forgive their friends and may be helpful for students to maintain proper relationships with friends.

FEATURES OF INTERACTION THE MAGNOCELLULAR AND PARVOCELLULAR VISUAL PATHWAYS IS A MARKER OF PSYCHICAL STATE

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The description of the surrounding world in the visual system occurs with the help of a set of channels – neural complexes with certain spatial-frequency characteristics. Magnocellular channels are more sensitive to the low spatial and high temporal frequencies, and they promote rapid information transmission to the neurons, mostly of the dorsal pathway. Because of these properties, the magnocellular neurons are involved in processing of information on the global organization of a stimulus and in analysis of movement of the observed object. The parvocellular system is more sensitive to the high spatial and low temporal frequencies. She provides a slower information transmission to the neurons of primarily ventral pathway. The parvocellular system is responsible for description of color and fine details of the object. The interaction of magnocellular and parvocellular visual systems provides the integrity of perception and adaptive behavior. The study was to examine the functional state of magnocellular and parvocellular visual pathways, features of their interaction in healthy, in subjects with burnout and in patients with schizophrenia. Research hypothesis: visual functions can were as prognostic criteria for a mental state. Burnout was

measured with diagnostic method of the emotional burnout (Boyko, 2004). Contrast sensitivity thresholds were measured with the visual contrastometry (in spatial frequencies of 0.4, 3.6 and 17.8 cycles/degree). Patients participating in study were peoples with the first psychotic episode, with chronic schizophrenia and with therapeutic resistance schizophrenia. A post-hoc Games-Howell test revealed that participants with burnout demonstrated increased contrast sensitivity at low spatial frequencies (hyperactivity of the magnocellular system) compared to individuals without burnout and had reduced contrast sensitivity at medium and high spatial frequencies. Patients without long-term treatment and patients with the therapeutic resistance demonstrated hyperactivity of the magnocellular system. Patients with long-term treatment demonstrated hypo activity of the parvocellular system. We can say that the contrast sensitivity at low frequencies increases from left to right in the row healthy, people with burnout, subject witch first-episode of schizophrenia and patient with chronically schizophrenia. Thus, the functional state of magnocellular visual system may be used as a prognostic criteria for a psychical state.

STIMULUS QUALITATIVE BISECTION AS A PROBLEM OF INNER PSYCHOPHYSICS

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Within the classical bisection task subjects are asked to classify a trial stimulus with respect to its proximity to one of two given stimuli from the same perceptual continuum. It is widely accepted that this bisection is characterized by the geometric mean and a plausible explanation of the effect can be found, at least, in works by Luce, (e.g., *Psychometrika*, 1961, 26, 151). However a meta-analysis of classification data (Kopec, Brody, *Brain and Cognition*, 2014, 74, 262; Levy, et. al, *Frontiers in Integrative Neuroscience*, 2015, 9, 44) reports that the bisection point can exhibit more complex behavior depending on the ratio of referent stimuli and changes from the geometric mean to the arithmetic mean as this ratio increases. In the present work we propose a mathematical theory of stimulus bisection turning to the ideas of inner psychophysics based on Teghtsoonian's hypotheses and uncertainty of human evaluation of stimulus intensity. Following Lubashevsky (*Physics of Mind, Physics of Life Reviews*, 2019, also arXiv:1806.11077) a physical stimulus is assumed to cause the emergence of its image in the mental space which is characterized by a

certain magnitude representing the stimulus perceived intensity. On one hand, these images are caused by external stimuli and their magnitude bears the information about the intensity of the corresponding stimuli. On the other hand, the individual structure of such images as well as their persistence after emergence is determined only by the properties of mental space on its own. Finally, the mental operations of image comparison and their scaling are defined in a way allowing for the bounded capacity of working memory. Dealing with the introduced measure of the stimulus comparison we demonstrate that the bisection problem is characterized by the geometric mean when the ratio of referent stimulus amplitudes belongs to a certain finite interval. Its lower boundary is determined by Ekman's law (Weber's law for inner psychophysics). The upper boundary is determined by the stimulus incommensurability. Outside this interval the bisection is characterized by the arithmetic mean. The results are compared with experimental data.

COGNITIVE STYLE DIFFERENCES IN SIGNAL DETECTION/DISCRIMINATION

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In order to improve understanding of the processes of signal detection and discrimination we should consider individual differences in observers' performance, driven by various variables of individual differences. The objective was to study the role of cognitive styles as crucial factors of individual differences that determine the performance of near-threshold and threshold sensory tasks. Our study aimed at testing how five cognitive styles (augmenting-reducing, leveling-sharpening, flexibility-rigidity of cognitive control, equivalence range, and focusing-scanning) affect performance of psychophysical tasks. 112 participants performed a set of cognitive style tests as well as two psychophysical tasks on visual signal detection ('yes-no') and loudness discrimination ('same-different'). The duration of visual pattern presentation and difference between pairs of auditory stimuli were used to provide task's

difficulty level, and therefore the level of perceptual uncertainty. Data analysis showed several effects of cognitive styles on psychophysical tasks performance indices, such as: sensory sensitivity index A' , strictness of decision making criterion index YesRate, reaction time and its stability, and response confidence index Conf. Our findings suggest that each style is related to particular benefits and advantages in observer's overall productivity of solving the task. Furthermore, the contribution of cognitive styles was different in different tasks, depending on task's type and difficulty level. Our results support current findings, considering cognitive styles as regulators of cognitive activity. Hence, they could be acknowledged as tools, mediating individual strategies, representing different ways of coping with perceptual uncertainty. The study was supported by RFBR, project №18-013-01051.

SELF-REGULATION PROCESS IN LOUDNESS DISCRIMINATION

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The psychological analysis of the process of a sensory task solution points that this process includes various high-level mechanisms of mental regulation of observer's activity. The purpose of our research is to clarify the role of the mechanisms of personal self-control defining the observer's strategies used to solve a threshold task of loudness discrimination of two tonal signals. Under the decreasing of the stimulus difference and therefore under increasing the difficulty of loudness discrimination, observers change-over to qualitatively different way of work with signals: distinguish them using the peculiar additional sensory cues (acoustic or/and modal nonspecific) pick up on a signal. These sensory cues were given the name "additional" due to its additional relation to the key parameter of sensory discrimination – the loudness. The psychophysical research of loudness discrimination of tonal signals (method 2AFC) has been carried out. There were two tasks using stimulus differences of 1 and 2 dB in the experiment. Each task included 4 blocks by 100 trials. The additional sensory cues and individual performance strategies were identified in self-reports by content analysis. The influence of self-

regulation on RT and sensory sensitivity index A' was found out. The analysis of RT changes while accomplishing of two sensory tasks (2 dB ($F(1,104)=10.931$; $p=0.001$) and 1 dB ($F(1,78)=6.691$; $p=0.011$) has shown the advantage of the Action Oriented observers (OA) and those with a high level of self-organization over the State Oriented observers (OS). In more complicated task (1 dB) the SO-observers showed a certain advantage in sensory sensitivity ($F(1,78)=7.341$; $p=0.008$). It is supposed that OA-observers used more economical strategy of the information processing. They avoid long and comprehensive decision-making. OS-observers attracted more cognitive resources and used additional sensory cues more often. The qualitative analysis of individual ways in signal discrimination was carried out. The obvious relationships between loudness discrimination effectiveness and self-regulation processes characteristics mediating the sensory task performing were revealed. The idea is developed that the variation of stimuli uncertainty leads to appropriate transformation of the functional organ or functional perceiving system relevant to sensory discrimination task demands. Supported by RFBR, project №18-013-01051.

ASPECTS OF BODY-AWARENESS IN DIFFERENT ANIMAL SPECIES

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Self-awareness is the ability of an individual to separate the 'self-entity' from the 'other entity' and oppose the self to the objects of the outside world, become the object of one's own attention (Gallup et al., 2002). Self-awareness is a key component of consciousness (Leontiev, 1972). The most frequently used method for detecting self-awareness is the mirror self-recognition test first proposed by Gallup (1970). Alternatively, it is proposed to study body-awareness, the ability of animals to take into account the physical parameters of their bodies. We tried to find out how animals take into account the limits of their bodies when solving experimental problems. An experimental box with two compartments was separated by a septum with openings of various sizes. An animal was placed in one compartment and sought to get into another one, where there was either a shelter or bait. To solve the problem, it had to choose a hole large enough to pass through. The independent variables were the size and position of the holes in the wall and the natural or enlarged limits of the body. To enlarge the body limits, we attached foreign objects to

the animals. We used small holes, through which an animal could not pass to the goal compartment, medium ones, through which only an animal with natural body could pass, and large ones, through which an animal with the enlarged body could pass. We studied representatives of arthropods, mollusks, amphibians, reptiles, and mammals. The animals representing each species were divided into two groups: for one group only the sizes of the holes varied, for the second group both holes and body sizes varied. A comparative analysis of the experimental results shows significant interspecies differences in body-awareness. Mammals and reptiles produce a generalized rule for choosing certain holes, taking into account both natural and enlarged limits of their bodies. Amphibians are able to take into account only the natural boundaries of the body. Mollusks and arthropods do not form generalized rules either for natural or increased body limits. The study opens a new prospect for research into evolutionary variability of self-awareness.

HOW THE CHEMOSENSITIVITY OF FISH TO NATURAL AMINO ACIDS MAY BE EXPLAINED?

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Many forms of fish's behavior (food one, antipredatory, migratory, reproductive, social; homing, typical for passing species) are directed by substances dissolved in the surrounding water, which are excreted by water inhabitants. Natural amino acids (AA) are the most important signal substances for majority forms of fish behavior. Therefore, many researchers were engaged in determining fish's sensitivity to AA. However, they did not take into account a concentration of AA in the background water which surrounds fish, and just determined thresholds of AA concentrations, which don't reflect the fish's differential sensitivity to natural AA. In order to determine the sensitivity of young Russian sturgeon to natural AA, we used an original technique combining the ethological "habituation-discrimination" test and the psychophysical method of constant stimuli, as well as the standard method for AA determining using liquid ion-exchange chromatography (LIOCh). Fishes were tested in groups, without prior training and practically in natural conditions. Results obtained. In case of natural background AA, Stimulus-Reaction functions were determined for certain AA, by which threshold concentrations for discrimination (quality

recognition) and detection (sensations without recognition) of AA were determined on the base of a criterion of constancy of a behavioral response sign. Further, differential thresholds (DT) and relative differential thresholds (RDT) for certain AA were calculated, taking into account the AA concentration in natural background water. Correlations were determined between the natural background, from one hand, and parameters of fish's sensitivity to AA, from the other hand, in cases of constant natural and changing artificial backgrounds. Using these data and DT-values, we have found that fish's sensitivity to natural AA is ecologically due when they are recognized, i.e. closely related to AA concentration in natural background water. Thresholds of sensation of natural AA without recognition of their quality are not related to their concentration in the natural background water, but due to their physical-chemical properties, in particular, to molecular weight and structure, on which a sequence of AA output on the chromatogram also depends in case of the LIOCh. In this case, "recognition" occurs not at the holistic, but at the receptor level. Supported by RFBR: №18-013-00148a

BAYESIAN MODEL OF SENSORY JUDGMENTS FOR THREE AND MORE MULTIDIMENSIONAL STIMULI

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A new step is suggested in development of Bayesian model of decision making and confidence in sensory tasks. We have moved to a theoretical analysis of discrimination between three or more sensory or perceptive objects, having two or more attributes from the study of decision making when discriminating two simple single-attributed stimuli. Such a transition becomes possible due to a new decision variable (Shendyapin, 2011) introduced into the Signal Detection Theory: "evidence in favor of signal stimulus" ($\psi(\mathbf{x})$). It equals to a sum of two logarithms: 1. of a ratio between a priori probabilities of a signal stimulus (\mathbf{s}) and one of noise stimuli (\mathbf{n}) and 2. of a likelihood ratio that a vector of sensory effect (\mathbf{x}) value is due to presentation of the signal stimulus, but not one of noise stimuli: $\psi(\mathbf{s}|\mathbf{x}) = \ln[P(\mathbf{s})/P(\mathbf{n})] + \ln[f(\mathbf{s}|\mathbf{x})/f(\mathbf{n}|\mathbf{x})]$, where $\ln[P(\mathbf{s})/P(\mathbf{n})]$ may be called a priori evidence in favor of the signal stimulus choice, $\ln[f(\mathbf{s}|\mathbf{x})/f(\mathbf{n}|\mathbf{x})]$ may be called a posteriori evidence in favor of the signal stimulus choice.

Our new model, based on the new decision variable, simplifies the description of decision

making in terms of necessary calculations realized by neurons. Since neurons' responses can approximate the logarithmic operation fairly accurately, and using of logarithms allows to replace multiplication and division operations by simpler summation and subtraction operations, then the new decision-making scheme is more realistic. Due to the evidence approach it is possible to integrate all sensory effects: x_1, x_2, \dots, x_n into one universal decision variable of evidence. Thus this variable using makes it possible to move from the usual description of decision making in discrimination of perceived objects by individual sensory attribute displayed on individual sensory axis, to describing it on a generalized axis of evidence in favor of stimuli difference, on which sensory differences are integrated from each individual sensory axis. Thus, the evidence variable permits to model decision making at the level of holistic perception, i.e. at the higher level than the elementary sensory effects level, as well as permits both to choose a response and to estimate confidence in it. Supported by RFBR, project 18-013-00148a

REPTILES' BEHAVIOR IN DECISION-MAKING (VISUAL DISCRIMINATION TASKS)

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Own activity and individuality of animals were studied as internal decision-making (DM) mechanisms. In reptiles (slowworm-lizards and grass snakes) significant characteristics of DM were investigated firstly: correctness/erroneousness, time, behavioral reactions (head turns, pointed to orientation, collection of input information, fluctuations in choice) before the DM, and individual patterns of DM.

Choice of one of two ways in a T-maze was observed in colors discrimination (mainly), which is poorly understood in reptiles. Red and green cabins were at the left and right ends of the maze, for which illumination, temperature, visual environment were equal and smell was excluded.

Animals learned to choose a green cabin. It was supported. Then 10 experiments were made in each of 4 lizards and 23 in each of 6 snakes. The significance of differences between the numbers of turns for different types of choice was evaluated by the Mann-Whitney test.

Results. The lizards made 20% errors. Thus, they discriminated between green and red successfully, in distinction of the snakes who made 46% errors.

The snakes discriminated between the shapes of geometric figures (square and circle) better than

the color tones (green and red): made less mistakes (43%), and spent less time in the maze. Slow- worm lizards discriminated between sizes of geometric figures (circles) at the threshold level (33% mistakes).

Individual differences in DM patterns were analyzed using indices of time, spent in the maze before choosing, and numbers of erroneous choices. In the lizards 20 experiments were added (circles sizes discrimination and colors + circles sizes one) and two patterns of DM were found: like reflective and impulsive ones, while in the snakes – four patterns in colors discrimination: like reflective, impulsive, slow/inaccurate and fast/accurate ones, similar to the humans' cognitive styles (Kholodnaya, 2018). Apparently, reflection/impulsivity is one of the basic characteristics of individuality both in humans and animals.

The conceptual representations of the theory of functional systems (Anokhin, 1974) and of the subject-behavioral approach in animals (Skotnikova, Zhelankin, 2018) are confirmed, as well as empirical data about a similarity between some DM mechanisms in animals and humans (Smith, Ratcliff, 2004).

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CATEGORICAL PERCEPTION OF EMOTIONAL EXPRESSIONS: KEY RESULTS

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Existing studies of the categorical perception of facial expressions give mixed results. Expected maximum of accuracy in ABX discrimination task is ill-conditioned and only partially explained by results of identification task. Additional analysis of the results of research (5 experiments, up to 500 subjects, different stimulus sets) show the following important results. 1. Categories, related to facial expressions are experiential prototypical, according to E. Rosh theory, not categories, defined by feature set. The position of the border between categories varies individually. 2. Perceptual category prototypes show the perceptual magnet effect. In discrimination task it, expressed in preferred choice of the answers, more similar to the prototype. For the pair of images (A, B) in ABX discrimination task this effect may be expressed as $Kerr = (N_{err_B} - N_{err_A}) / (N_{err_A} + N_{err_B})$. Here N_{err_A} is number of error answers A and N_{err_B} is number of error answers B. Distribution of Kerr on a row of stimulus in discrimination task is approximately slant line (significantly less than 0

on one side of row and significantly greater than 0 on other side). 3. Perceptual category prototypes may differ in perceptual magnet "strength". Relative "strength" of the pair of prototypes may be measured directly in special variant of discrimination task. 4. Discrimination task may be solved, based not only on face on the whole, but on the partial features of face. The way of processing related to analytical / holistic style of perception. 5. Morphing, as procedure of construction of transitional row of stimulus, produce stimulus, equidistant in sense of point-to-point differences between images (Pearson correlation). In the same time discrimination efficiency of stimulus related to generalized differences (global and intermediate wavelet coefficients). 6. Conditions of discrimination task are specially established to reach efficiency slightly exceeding choice level. For different participants the level of difficulty may vary. Generally, we believe, that the perception of facial expressions is important for individually specific communication signals, not universal.

MOTHERHOOD OF WOMEN WITH SCHIZOPHRENIA IN RUSSIA AND PSYCHOLINGUISTIC ANALYSIS OF THEIR AFFECTION TOWARDS CHILD

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Study was aimed at investigation of previously social characteristics and affection towards children of mothers under long-term follow-up observation because of schizophrenia. Taking into account clinical and social characteristics of 42 mothers with schizophrenia and schizophrenic disorders under long-term follow-up observation, essays about their children and motherhood were investigated with psycholinguistic method in comparing with sane mothers' essays. Basic semantic constructs, key emotions, time perspectives, inner semantic predicates were compared (Novikova-Grund M. V., 2014). In Russia mothers amount to 80% of patients under long-term follow-up observation because of severe mental disorder, who have children 0-18 y.o. Nearly 84% of mothers with severe mental disorders suffer from schizophrenia. In our sample most mothers were good enough in their parenting, but had significant differences in affection towards child. In their essays there were much more concrete expressions about child's characteristics, more affectively negative expressions, less expressions fall within present, less child-centered and self-centered expressions. Mothers worried about their own disease and child's sanity. Essays of mothers with schizophrenia contained far less

child-centered inner predicates, but the number of women, not used child-centered inner predicates at all, wasn't different between the groups. According to our previously anticipation, such results can be accounted for disturbances of affection and empathy. From the other side, non-use of child-centered inner predicates can be one of basics personality psycho-semantic characteristics. Nevertheless, we think that psycholinguistic analysis of parents' essays is a promising opportunity in assessment of parents' affection towards a child (Rusakovskaya O.A., 2018). Our results can be used to assess the size of mothers suffer from schizophrenia, investigate the success of their motherhood and inhibits the elaboration of preventive services and social support. References: Novikova-Grund M.V. One and only view of the world and it's texts-image: using texts of persons committed suicide. Moscow, 2014. 188 p. (in Russian) Rusakovskaya OA. [Problems of forensic-psychiatric assessment in litigation over limiting parental rights of individuals suffering from mental disorders]. *Rossiiskii psikhiatricheskii zhurnal* [Russian Journal of Psychiatry]. 2018;(6):27-34. (in Russian) The reported study was funded by RFBR and Moscow city Government according to the research project № 18-013-00921

COLORIZED GOLLIN INCOMPLETE FIGURES TEST

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Foreman N. and Hemmings R. (1987) developed a computerized version of the Gollin test formed from black and white images of incomplete contour figures, which provides a precise and versatile alternative to the original Gollin card version. This powerful test has been widely used as a measure of Gestalt perception, visual development, long-term memory and as a clinical test for brain dysfunction, to examine amnesic patients, and signal to noise ratio investigation. Digitized drawings of familiar objects were presented via computer, the percentage of the figure on the screen slowly increasing from 0 to 100. Children's performance on the task improved markedly over the age range 2-5 years, and performance improved dramatically over three tests in all participants. Neurophysiological investigations of the mechanisms of incomplete contour figures recognition has been recently published (Shelepin et al., 2018). But the human's vision is color vision. Mollon, J. D. and Reffin, J. P. proposed a computer-controlled color vision test (1989). In our work we propose to combine these

approaches and have developed the Colorized Gollin Incomplete Figures Test, not only for experimental purposes in clinical psychology but also to have a powerful instrument to measure Gestalt perception from separated but colored figures of different levels of figural completeness. The neurophysiological mechanisms will be discussed. References: Foreman N, Hemmings R. The Gollin incomplete figures test: a flexible, computerized version. *Perception*. 1987;16(4):543-8. Shelepin K. Yu., Trufanov G. E., Fokin V. A., Vasil'ev P. P., and Sokolov A. V., "Digital visualization of the activity of neural networks of the human brain before, during, and after insight when images are being recognized," *J. Opt. Technol.* 85, 468-475 (2018). Mollon, J. D. and Reffin, J. P. A computer-controlled colour vision test that combines the principles of Chibret and Stilling. *Journal of Physiology*, 414, 5P(1989) Regan, B. C., Reffin, J. P. and Mollon, J. D. Luminance noise and the rapid determination of discrimination ellipses in colour deficiency. *Vision Research*, 34, 1279-1299(1994)

TASK-RELATED BRAIN ACTIVITY CHANGES DURING TASK-SWITCH FORMATION

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Behavior and brain activity analyses show that task alternation requires learning, principally similar to acquisition of the tasks proper. Accordingly, switch-related brain activity is task-specific, rather than characteristic of a certain brain area. We have previously shown that anterior and/or cingulate cortex neurons activity after task switch is linked to their involvement in task performance. However, if the task switching is a new experience, we would expect the switch accuracy increase to be accompanied by the dynamics of interplay between the novel switching experience and the earlier formed task experience. Single-neuron activity was recorded with glass electrodes (2,5M KCl; 3-6 MΩ @ 1 kHz) from rabbits' anterior (AP-4mm; ML±1-2mm; VD+2-6mm) or/or (AP+9mm; ML±1-2mm) cingulate during food-acquisition by pressing a pedal. All cells were categorized as either "specialized" (in relation to a system of a behavioral act) or "unidentified". Spike frequencies in the first, the second, and a median of frequencies in trials 3-6 after transition

between two tasks on symmetric sides of experimental chamber were calculated for each neuron. These and other measures were compared between neurons recorded during the first and the second week of task switching. The differences of activity changes after task transition between the specialized and unidentified neurons were more evident during the second week of recording, than during the first week. Namely, spike frequency in unidentified neurons was lower in the first trial after transition in/or cingulate (Mann-Whitney U, $p < 0,05$), and tended to be lower in trials 3-6 in anterior cingulate. The contrast between two weeks of recording in terms of trial-wise activity changes in specialized and unidentified neurons presumably reveals dynamics of relations between novel experience of switching and earlier task-performance experience. These relations would further allow for faster transition between the alternated tasks. Supported by Russian Foundation for Basic Research, grant 17-06-00653.

PERSONAL PREDICTORS OF INFORMATION DISTORTION

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The digital world nowadays allows a quick access to any amount of information from different sources. Not only the speed of communication increases, but also the opportunities with the proper use of new technologies. Employees in high-risk professions also work with large amounts of information flows, and the extent to which they are able to perceive, evaluate and communicate information orally or in writing may influence the effective implementation of the assigned tasks. In our research we have studied personal predictors of distortion of service-based information in high-risk professions. At the first stage of the research, questionnaires were used for existing employees, which included questions aimed at establishing the presence of cases of distortion of service-based information in their activity; conditions and causes of this fact; questions of studying the impact of socio-psychological characteristics of employees, their needs, as well as managerial competencies of supervisors on the distortion of service-based information. At the

second stage, with the help of the expert-sociometric program "Monitoring", 262 employees were evaluated, for each of which we obtained the indicators characterizing them in relation to distortion of service-based information, actions to ensure the reliability of service-based information, as well as personal attitudes and readiness to comply with the requirements of norms and rules of service behavior. Taking into consideration the results obtained, persons prone to distortion of service-based information can be described as people seeking to avoid anxiety and fear by replacing the solution of subjectively complex tasks with simpler ones and, in so doing, converging to an early level of adaptive response. These employees tend to avoid actions that require a lot of tension, tend to solve their tasks with "someone else's hands", in case of omissions at work to designate the situation as a collective irresponsibility. The members of this group are oriented towards social approval and expect direct remuneration and satisfaction of personal needs.

RE-CONCEPTUALIZING POLITICAL IDEOLOGY: THE CONSTRUCTION OF THREE DIMENSIONS SCALE OF IDEOLOGY IN THE INDONESIAN CONTEXT

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Political ideology is defined as a set of individual attitudes about how the state should be governed. The purpose of this study is to develop a scale of political ideology that can reach a wide range of political beliefs held by every individual in society. The construction of items is done through Focus Group Discussion (FGD) with expert and folk, question sort (q-sort) measurement, content validation, and intensive literature study. We used exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to testing scale and carried out on 5077 respondent – national representative sample. We obtained a three-dimensional fit model that shows the degree of series of individual attitudes towards the role of the government; (1) Social dimension (conservative vs. liberal) – the extent to which the state needs to be involved in

regulating the norms and morals of society; (2) Religious dimensions (fundamentalist vs. secular) the extent of individual beliefs about the separation or integration of religion in political practice; (3) Economic dimension (socialism vs capitalism) – the scope of the role of the government in regulating wage standards, social classes, subsidies, salaries, and economic competition. The instruments were also validated and observed to have strong inter-correlations with other constructs (RWA, SDO, free market fairness, need for cognitive closure, dogmatism, secular-belief, single-item liberal vs. conservatism). The political ideology scale with this context-specific was expected to explain political orientation more precisely based on individual socio-religious diversity in Indonesian social-political activities.

THE EFFECT OF MEDIA VALENCE EXPOSURE "GOOD NEWS & BAD NEWS" ON MILITANT-EXTREMIST MINDSET: EVIDENCE FROM INDONESIA

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Militant Extremist Mindset (MEM) refers to a set of beliefs, feelings, thoughts, and motivations that tend to be mobilized under facilitating conditions and may lead to violent behavior (Stankov, Saucier, & Knežević, 2010). Ingredients of this mindset are, to some extent, present in all human beings. Not for specific population only, such as terrorists or political criminals. There are at least three ingredients of MEM; nastiness – pro-violence, grudge – vile world belief, and excuse – utopianism (Stankov, Knežević, Saucier, Radović, & Milovanović, 2018). One of these ingredients (grudge) is hypothesized to be more likely to change and intervene due to its partially situational nature, compared to other factors, specifically through media exposure. Drawing from cultivation theory (Gerbner, 1974) and Stankov et al., (2018) argument, we propose that grudge, but not nastiness and excuse, will systematically decrease because of exposure of positive valence of media.

Positive valence media may change how individuals perceive the world and may lead to attitude change. In three days straight, we expose participants in our experiment with news by manipulating the content valences (good news vs bad news). In good news condition, participants exposed to news about a decrease in corruption, poverty, and crime indexes. In bad news condition, participants exposed to news about an increase of corruption, poverty, and crime indexes. We showed that dangerous world belief and competitive world belief are associated with some ingredients of extremist mindsets. Decreases of grudge due to treatment were consistent with declines of dangerous world belief, but not competitive world belief. From these results, we primarily discuss the usefulness and strength of simply repeated media intervention, to reduce extremist mindsets in general population.

A RELATIONSHIP BETWEEN NIGHTTIME SMARTPHONE USE AND SLEEP PROBLEMS AMONG UNIVERSITY STUDENTS IN JAPAN: A PRELIMINARY QUESTIONNAIRE SURVEY

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Using smartphones or other electronic devices at night might have some adverse effects on subsequent sleep processes and might cause some sleep problems and insomnia symptoms, not only because lights emitted from liquid-crystal displays of these devices can stimulate the brain, but also because some kinds of negative or positive emotion might be aroused by the contents they are viewing on the display. To clarify a relationship between nighttime smartphone use and sleep difficulties, we asked undergraduate students who attended lecture courses related to psychology in a university in Nagano prefecture, Japan, to respond to a questionnaire consisting of items on time duration spent on internet browsing and use of electric devices including smartphones, personal computers, and home video game consoles after 6 pm at night, and nighttime sleep difficulties including sleep latency, wake after sleep onset, morning mood, nightmare, daytime sleepiness, and experience of being treated for insomnia. This study has been approved by the research ethics committee of Nagano University,

and the survey was conducted in January 2018. Data from 90 participants were analyzed by using IBM SPSS software, version 24. In the statistical analyses, the significance level was set at 0.05. In the results, the average time spent on a smartphone in the night was 2.3 hours, and internet browsing was 2.1 hours. Next, the participants were divided into two groups: 1) those who use a smartphone for 3 hours or more in the night, and 2) those who use it less than 3 hours. We compared scores on various kinds of sleep difficulties between these two groups by performing a one-way analysis of variance, and found that the group using smartphones for three hours or more showed a significantly higher score on the number of wake after sleep onset, indicating that the students who spent three hours or more on smartphone use tended to wake more frequently during nighttime sleep than their classmates. The present results strongly suggest that nighttime smartphone use might disturb subsequent sleep processes, especially sleep maintenance, in the night.

EXPLORING THE RELATION BETWEEN BURNOUT AND CONFORMITY: POSSIBLE EFFECTS OF PSYCHOLOGICAL REACTANCE AND COGNITIVE DISSONANCE

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This study investigates the relationship between conformity tendencies of employees and their burnout levels. Burnout is the situation of high level exhaustion, and also an indicator of negative well-being in workplaces. Conformity is a personality feature defined as being prone to act and think accordingly to observed social norms and immediate social groups across different situations and positions. Previous research indicates that there is no significant relation between conformity and burnout level. However, the current study aims to investigate whether there are possible moderators and mediators which may determine the strength of the correlation between burnout and conformity levels. The study suggests that cognitive dissonance, defined as the anxious state of individuals that is caused by the conditions in which their actions and behaviours are not in line with their aspirations and attitudes, can be a possible moderator; and cognitive reactance, defined as a motivational state in which individuals attempt to restore their threatened freedom when they perceive threats to their behavioural freedom, can be a possible mediator in this relation. In this wise, it is hypothesized that

there is a positive correlation between the conformity and burnout levels of employees through a mediating effect of high cognitive reactance, when their values and opinions do not match with their workplace, leading to cognitive dissonance. We test this hypothesis in a multisource correlational study in which relevant questionnaires measuring conformity, psychological reactance, cognitive dissonance and burnout, will be collected from 200 employees working in various workplaces. Following the completion of data collection, a regression analysis will be conducted. Results are expected to reveal that the relationship between conformity and burnout is not significant without a moderator and mediator effect. However, when the effects of cognitive dissonance and cognitive reactance are taken into consideration, the relationship is expected to be found meaningful. The current study contributes to previous research with a cognitive burnout model which has not been discussed or proposed before, and with practical implications in terms of selecting and training employees according to their conformity and reactance levels in order to prevent burnout.

FACE INVERSION EFFECT IN BINOCULAR RIVALRY

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In situation that different stimuli seen by each eye, we experience binocular rivalry that the stimulus are competed. Upright face is clearly perceived more long time than another scene on binocular rivalry. According to research in past, the face has much information about that person and is easily recognized. However inverted faces gave less information and are recognized hard even if we know that was the face. This phenomenon is known by 'face inversion effect (FIE). This research was conducted to know that how to face inversion influence on binocular rivalry. Participants had seen monitor through mirror stereoscope. Before each session, participants had adjusted cross lines in order that to perceive only one cross line. After adjust session, picture of human face is presented in

one side of cross line and picture of house is presented in other side for a minute. If times went passes about half of session, position of house stimuli was changed the site of face and vice versa. Participants put the one key respond to stimuli when clearly seen picture of face or house. The clearly perceived time of the upright face is larger than of house stimuli. The clearly perceived time of inverted faces is shorter than the upright faces. When picture of inverted face was presented, dominant time of inverted face is similar to dominant time of house even if they know that stimuli is the face. This suggests the possibility that the specific part of brain which process face influences on perception in the binocular rivalry.

THE EFFECT OF NARRATIVE THERAPY BASED GROUP COUNSELING PROGRAM OF ADOLESCENTS' RESILIENCE

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The goal of this research is to examine the effects of Narrative Therapy based Psychological Counselling Program on Adolescents' Psychological Resilience Levels. The application of the research took place; in 2017-2018 academic year, on 9th, 10th and 11th grade students who study at Davutpaşa Anadolu High School in Fatih district of Istanbul. The research group consists of 16 people in total with 6 female and 10 male students. Throughout the research; the Adolescent Psychological Resilience Scale has been used to measure participants' levels of psychological resilience. The research which has been conducted by experimental method; is composed

of 2 study groups; the experimental group which the Narrative Therapy based Psychological Resilience Program is applied to and the untreated control group. In result of the research; the adolescents who were in the experimental group which the Psychological Counselling Program was applied with the Narrative Therapy based group, were observed to have a significant amount of increase in their scores on the Adolescent Psychological Resilience Scale compared to the control group. In the following evaluation, it has been identified that the changes which occurred in the levels of psychologic resilience of the participants are long-term.

THE EFFECTS OF NARRATIVE THERAPY BASED PSYCHOLOGICAL COUNSELLING PROGRAM ON ADOLESCENTS' WILLPOWER AND ANXIETY LEVELS

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This research was aimed to examine the effect of Psychological Counselling Program on Adolescents' willpower and anxiety levels with the Narrative Therapy based Group. The application of the research took place; in 2017-2018 academic year, on students between 15-17 years of age who study at Ebu Hureyre Religious School for Girls in Kağıthane district of Istanbul. The study, has been determined with simple random sampling method and executed with 16 people who were all female students. Throughout the research; personal information forms of all participants, Self-regulation Scale to measure the participants' willpower levels and State-Trait Anxiety Scale to measure their anxiety levels have been used. This research which utilized

experimental pattern is composed of 2 study groups, the experimental group with the Narrative Therapy based Group which was exposed to Psychological Counselling Program and the untreated control group. In result of the research; it was observed that the adolescents in the experimental group who were exposed to the Psychological Counselling Program with the Narrative Therapy based Group, showed a significant decrease in their scores on the State-Trait Anxiety Scale compared to the control group. After the application of the program no substantive difference of volition skills has been detected between the experimental and the control groups.

PERSONALITY TRAITS AND DEPRESSION: EFFECTS ON ANXIETY IN MEXICAN MOTHERS

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Rozzana Sanchez-Aragon

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Most of the research is focused on two-parent families, their relationships, their alliances, and their effects of personal and group wellbeing. On the other hand, single-parent families are usually associated with children's academic failure or poor academic performance, lower income and risk of higher levels of stress, anxiety, and depression due to lack of social and psychological support. Anxiety can play a key role in negative emotions due to its relationship with high levels of Neuroticism and low levels of Conscientiousness and Extraversion. Literature also suggests that depression is a predictor of anxiety, which is why when a family member suffers anxiety and/or depression, the overall family dynamic and its functioning are affected, which in turn can lead to a higher prevalence of health issues. The purpose of this research was to establish the effects of personality traits and depression on trait-state anxiety in Mexican mothers. A total of 836 mothers from Mexico City (from single-parent and

two-parent families) were part of this research. The results of regression analysis show the effects of all five factors of personality and depression on trait-state anxiety, in both types of mothers. It is worth noting that the most relevant effects are those from Neuroticism and depression on trait-state anxiety, in both single and two-parent mothers, leading to higher levels of anxiety in both cases. The effects of depression on trait-state anxiety are linked to a higher risk of comorbidity of anxiety disorders and higher levels of depression. These results show that Neuroticism and depression have negative, undesirable effects on trait-state anxiety since both increase the anxiety levels. On the other hand, moderate negative effects can be observed from Extraversion, Openness and Agreeableness, and they're considered an element that can moderate and buffer the negative outcomes of trait-state anxiety of Mexican mothers (Project PAPITT IN306616).

OLDER TEENS' RATIO OF THE MANIFESTATIONS OF INTELLECTUAL COMPETENCE AND FEATURES OF THE MORAL AND ETHICAL SPHERE

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The problem of personal's moral development in adolescence is particularly acute in the context of studying the productivity of intellectual activity, that is, intellectual competence. The hierarchical structure of sensory semantic abilities [3] of different types of modality: tactile, taste, auditory, olfactory and visual sensations – is considered in the article from the perspective of the development principle [2]. The study involved 90 older adolescents (average age 15 years). Methodological base of the research was "Interpretation (essay)" on one of A. I. Podolsky's and O. A. Karabanova's [quoted in 1] moral dilemmas – methodical technique for evaluating the peculiarities of moral choice and level of intellectual competence. The results of the study prove that none of the manifestations of intellectual competence correlates with the peculiarities of research participants' moral choice. Such data can be explained by the immaturity of these constructs, when they are only at the stage of formation and are not represented in their integrity in the individual mental experience of the individual. The obtained results are pioneering, both in view of the narrative approach to the measurement of

intellectual competence, and data on the undetectable links between the manifestations of intellectual competence and the peculiarities of the moral choice of research participants. The data provided in the article enrich our knowledge of the manifestations of intellectual competence in older adolescence and inspire us to expand the methods of studying both the competence itself and its components, as well as potential factors influencing this construct. Of particular importance is the study of the manifestations of intellectual competence in other age periods, to determine the dynamics of the revealed patterns. References 1. Asmolov A.G. (2010). Formation of universal educational actions in primary school: from action to thought, pp. 57–61. M: Enlightenment. 2. Kholodnaya M.A. (2012). Psychology of conceptual thinking: from conceptual structures to conceptual abilities. – Moscow: Institute of Psychology, Russian Academy of Sciences, 288. 3. Lickliter R., Bahrick L.E. (2000). The development of infant intersensory perception: advantages of a comparative convergent-operations approach // Psychological bulletin, 126(2), 260–280.

THE ENERGY DISCHARGE TUNNEL THEORY AND ITS PRELIMINARY APPLICATION

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In K12 Teacher training in China, many psychological theories are introduced and often puzzled the teacher by how to use them. Teachers often complained about they are in need of practicable tools and simple theory. This research puts forward the "Energy Discharge Tunnel" theory and its preliminary application in education. The EDT theory based on the hypothesis that human psychology is a system of energy discharge tunnels and it is designed to make the hypothesis so simple that it is easy to apply and to comply with other theories well. The research used the mixed research method to testify this theory. We designed a series of toolkit for teachers in K12 schools to apply and verify this theory and also to influence the students to check its effect. This toolkit includes key

emotional event interviews, coding tools, action contracts', etc. The data and other materials were analyzed using quantitative and qualitative analysis softwares. Results indicated that the teachers satisfaction degree of the EDT Toolkit is significantly higher than other similar tools. There was statistically significant correlation between positive changes of the student cases and the quality of application of action contracts. The teachers using the EDT toolkit was a significant predictor for teacher's motivation to make achievements in research of their teaching. These findings show that the EDT theory and its toolkit preliminary got its practical values through the effect from the students changes and the positive behaviors and attitudes of the teacher.

ON PSYCHOLOGY IN CONTEXT OF GLOBALIZATION

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Enormous global problems are essentially related to education-ecology-economy-medicine, etc. Psychology is of essential importance for total human health (spiritual-mental-emotional-social-somatic). Globalization needs renewal of psychology by philosophy (scientific-theory/ethics/etc.), also by new organizational models. Enlargement of Executive Committee of IUPsyS/EFPA/national organizations by a. election of permanent 3-honorary (meritocratic & triumvirate principles: moral support, continuity), 3-presidents, 3-general secretaries, etc.; interdisciplinary commission to EFPA/IUPsyS incl. scientists from psychology/philosophy/physiology, etc.; scientific-political commission – incl. representatives of international societies: psychology/IUPsyS, philosophy/FISP/IAB, physiology/IUPS, medicine/CIOMS, etc.; d. Election of permanent (seniors: continuity) & fixed-term members (flexibility) to the Executive Committee: (sub-)continental representatives

from important countries (Afro-/West-Asia; America; Australia/Asia-China-India-Japan, etc.; Europe: Austria/France/Germany/Russia/Spain/Italy, etc.). Implication of interdisciplinary topics to congress programmes for psychology: philosophy, medicine-theology (Brahmanism-Yoga/Buddhism incl. Zen-Shintoism/Christianism-Mosaism/Confucianism-Taoism/Mohammedanism-Sufism/etc.) Organization of common interdisciplinary congresses. Creation of an International Academy for Psychology with continental/national-branches by network, also of institutes to International Universities (proposal by British Nobel Laureate B. Russell/G. Mensching): intern. UNO-employees, e.g. intern. professors, possibility for whole life work, etc. Realization of proposals by IUPsyS/EFPA/European, etc. societies could be model for scientific & organizational renewal supporting UNO-Agenda for better health on global level.

PARENTAL INVOLVEMENT, PERCEIVED STRESS, NEGATIVE AFFECT AND COGNITIVE VULNERABILITY IN PERUVIAN CHILDREN

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There are several authors that have discussed the importance and impact of parenting on educational outcomes of children and psychological issues, such as, stress, depression and emotional problems (Mackenbach et al., 2014). Nevertheless, little has been said about indirect processes. The purpose of this study was threefold, (a) to explore whether parental involvement mediates the relation between perceived stress and negative affect in elementary school children (5th and 6th grade), (b) to analyse the impact of cognitive vulnerability on their perceived stress and behavioral problems, (c) to analyze whether parental involvement mediates the association of cognitive vulnerability and negative affect. Information was gathered on 748 Peruvian children from the normal population (319 girls and 329 boys). Teacher of each classroom reported the level of educational involvement of the parents by filling out a short questionnaire for each student, children filled out two measures of negative affect and cognitive vulnerability. Hierarchical multiple regression analyses were conducted to investigate independent and

interaction effects. Results showed a mediation effect of Involvement over Perceived Stress and Negative Affect ($\beta_{dis} = .38, p = .001$). Likewise, a mediation effect of Involvement was found over cognitive vulnerability and stress ($\beta_{dis} = .27, p < .001$; and $\beta_{inv_eng} = .28, p = .001$). Additionally, we found independent effects of Cognitive Vulnerability in the five subscales of Perceived stress ($\beta_{pri} = .10, p = < .05$; $\beta_{sec} = .19, p = < .001$; $\beta_{dis} = .29, p = < .001$, $\beta_{inv_eng} = .30, p = < .001$; $\beta_{invdis} = .29, p = < .001$) and in Emotional problems ($\beta = .15, p = < .01$), Negative affect ($\beta_{neg} = .25, p = < .001$) and positive affect ($\beta_{pos} = -.08, p = < .05$). It can be concluded from this study that despite the detrimental consequences of perceived stress, it can be said that parental involvement intervenes in the stress and negative affect relationship. Likewise, parental involvement acts upon the association between cognitive vulnerability and perceived stress. Additionally, cognitive vulnerability predicts perceived stress, positive and negative affect and emotional problems in children of 5th and 6th grade.

THE APPLICATION OF PSYCHOLOGICAL KNOWLEDGE IN THE APPROACH TO EPILEPSY

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The aim of this work was to study the psychological component in the interdisciplinary approach to epilepsy. The study included 317 patients aged 18 to 55 years, with various forms of epilepsy, in the structure of the disease which was dominated by simple, complex partial attacks, with a duration of the disease up to 30 years. The verification of the diagnosis in the examined patients was carried out on the basis of the results of clinical and neurological, psychopathological, pathopsychological, electroencephalographic examination and the computed tomography of the brain. The study used the psychodiagnostic technique "personal profile of the crisis." The statistical data processing was carried out using the program Statistica 10.0. The complex clinical and psychological study of patients with epilepsy allowed to justify the selection of 3 variants of mental changes. Clinico-psychopathologically, in the first variant (38% of patients), the predominant are cerebrospinal disorders combined with psychopathic and cognitive disorders: a moderate decrease in mnestic-intellectual functions, violations of emotional response (Me=7, Q1=4, Q3=11). Clinico-

psychopathologically in option II (35% of patients) dominated by cerebral disorders, a slight decrease in mnestic-intellectual functions, changes in behavior and activity: absorption problem (Me=4, Q1=2, Q3=8), the presence of functional problems: disorders of the gastrointestinal tract, dysfunction of the autonomic system, cardiac disorders, sleep problems (Me=6, Q1=3, Q3=10). Clinico-psychopathologically III variant of mental changes (27% of patients) corresponded mainly to disorders of the secondary neurotic level in the form of affective lability, normative parameters of the cognitive sphere, depressive tendencies (Me=2, Q1=1, Q3=7). The studied parameters reflect the adaptation of the patient's personality, which is manifested in the form of restructuring of functional structures and systems of the individual under the influence of the disease. Thus, in the clinic of epilepsy psychological component becomes an important component of the treatment and diagnostic process, serve as a criterion for the dynamics of the patient's condition during treatment, psychocorrection and psychotherapy, in the implementation of different types of examinations.

GENDER DIFFERENCES IN SUBJECTIVE EXPERIENCE OF MENTAL STATES IN CHILDREN WITH DEFICIENT DEVELOPMENT

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The purpose of this research is to study gender differences in subjective experience of mental states of children with deficient development. We studied six mental states: joy, anger, calm, indifference, fatigue, sadness. To determine the structural components of subjective experience of mental states of children (7-10 year old boys (9 people) and girls (8 people)) and teenagers (13-14 year old boys (10 people) and girls (9 people)) we used methods of self-report and content analysis of respondent's texts. The subjects retrospectively and prospectively described their mental states in the way they wanted. We singled out the basic semantic units and calculated their frequency in the respondents' texts. We have compared gender characteristics in each nosological and age groups. Subjective experience of the states of joy, anger, calmness in boys is represented by the same characteristics (evaluative and comparative, description of actions, emotional and sensual sphere), the experience of girls is more diverse in its content. 7-10 year old girls reveal the experience of joy through the description of the causes of this state and through emotional and sensory experiences; the experience of anger is expressed through value

judgments, and the experience of calm is expressed through the description of actions and causes of the state. The subjective experience of joy in teenage girls contains emotions, feelings and expressive reactions. Anger is represented by evaluative and comparative characteristics, actions, and conditions of the state development, and the experience of calm is filled with emotions, feelings, and comparative characteristics. The subjective experience of indifference, sadness has a similar content in adolescents and is revealed through evaluative and comparative characteristics and descriptions of actions. The experience of fatigue in teenage boys is presented through revealing the causes, situations, and conditions of the state development. When it comes to teenage girls, their past experience of fatigue contains a description of actions. They also tend not to describe the future.

The study was carried out with the support of the Russian Foundation for Basic Research in the framework of the research project No. 18-013-01012 "Subjective experience of mental states in the situation of life prediction".

SELF-FORGIVENESS IN FIBROMYALGIA PATIENTS AND HIS RELATIONSHIP TO ACCEPTANCE, CATASTROPHISM AND COPING

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The aim of this study is to explore the relationship of self-forgiveness with fibromyalgia (FM). We studied the impact and severity of FM, acceptance, catastrophism, self-efficacy and coping. We evaluated 228 female FM patients. They completed the Mauger Self-forgiveness scale (FS), FSQ, FIQ, ICAF, CPAQ, PCS and SF-36. A descriptive, correlational, factorial and a decision-tree analysis was conducted to identify the relationship between FS and clinical and psychological variables. A high self-forgiveness is related to high active coping ($r=.41$) and acceptance ($r=.38$) and a low self-forgiveness is related to emotional negative factors and catastrophism ($r=-.56$). Two factors were obtained. One physical and other emotional. FS is in emotional factor with emotional negative,

catastrophism and a deficit of active coping. A decision-tree analysis with FS as dependent variable showed a first node with ICAF Emotional scores and a second level with CPAQ and PCS scores as predictors. FS is useful to understand the FM patient situation. An important lack of FS indicate a problem with the health aspects related to this syndrome. This influence is related at first to emotional factors. Acceptation could be require a low negative emotional status. People with high FS were likely to increase acceptance. It is the positive component of acceptance in FS. This do not indicate an interest to maintain his problematic behaviors. Nevertheless, the lack of FS was related to an increase of distress and catastrophism.

LEARNING STYLES DETERMINE DIFFERENT IMMIGRANT STUDENTS' RESULTS IN TESTING SETTINGS: RELATIONSHIP BETWEEN NATIONALITY OF CHILDREN AND THE STIMULI OF TASKS

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The main goal is to explore how different stimuli affect the performance variability of Portuguese second language (L2) learners, which minorities and in what degree of importance. Literature presents little examination on the learning styles and sensorial preferences of immigrants during decoding of different tasks in testing contexts. Methods: In this cross-sectional study non-native children (between 2nd and 12th grades) were divided into six groups determined by country of origin and examined on different stimuli – visual and auditory – associated with four tasks that measure cognitive and linguistic specific abilities. First, the multivariate analysis confirmed that the children's nationality significantly explained achievement variability regarding picture recognition and auditory discrimination. The Manova allowed to compare means and standard deviation error of performance in all tasks. η^2 values indicated that there were moderate to larger effects (in accordance with current practice, Cohen, 1988) for the nationality as a factor that explains the variance of performance along the four tasks by comparing the six groups of students. The statistical

differences were significant in all children' groups in the auditory discrimination and visual decoding tasks: ($p > .05$) auditory text recall a) (partial $\eta^2 = 0.285$) and b) (partial $\eta^2 = 0.179$), picture naming (partial $\eta^2 = 0.117$), picture phonemic recognition (partial $\eta^2 = 0,219$) and dichotic hearing (words transfer) (partial $\eta^2 = 0,108$). Second, the confirmatory factorial analysis showed that nationality acts as a mediating factor ($\chi^2 = 208.72$, with $df = 36$ ($p = .000$); CFI: 1.0; RMSEA = .21) in models where, simultaneously, other factors emerge with lower predictive value for the children's performance in the same tasks. Results indicate that tasks' stimuli can effectively assess and differentiate specific young minority groups in order to understand their actual level of preparation and their needs for further learning. The listening input, on the one hand, should be established as the main differentiator for all groups at the time of school entry, but, on the other hand, it should be avoided in Asian groups and Eastern European new students during the first stages of L2 learning in European contexts with romance languages as the target learning.

INTELLIGENCE AFFECTED BY SLEEP HABITS: THE CHRONOTYPE OF PORTUGUESE SCHOOL-AGED CHILDREN, PERFORMANCE AND SCHOOL SCHEDULES

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Children academic success is highly determined by biological factors such as the different chronotypes. Literature does not contribute yet to understand completely how the chronotype' affects the cognitive achievement in school-aged children and considering the cognitive predisposition or decline (desynchrony effect) in different schedules of schools. Firstly, we administered the Portuguese version of Children's Chronotype Questionnaire (CCTQ, Couto, Gomes, Azevedo et al., 2013) to examine three major sleep behaviours: duration of sleep time (midsleep point), morningness and eveningness (2), and chronotype (3). This specific study focused the chronotype measure in order to understand the different diurnal types of children. Morningness, intermediate and eveningness types were all considered for this study, reporting no sleep disorders and aged between 7 and 11 years old. Secondly, two subscales (coding and symbols) of Wechsler Intelligence Scale for Children (WISC-III) were administered in two periods of schooldays during two weeks: morning and afternoon periods. The Portuguese version of the intelligence scale test

was used (Simões, Seabra-Santos, Albuquerque et al., 2003). The Mann-Whitney U test demonstrated the impact of sleep habits differences concerning specifically how the morningness and eveningness ($p < .05$) explained the variation of children' performance in the morning schedule for the subscale of coding subtest. The morning types were the best performers. For the other subscale – symbols search – the scores were not statistically significant between groups (considering age, gender and grades). Collected data suggest desynchrony effect for the evening types among school-aged children. Children with sleep and awake late schedules (determined by eveningness) may be at risk in school regarding testing of academic and cognitive performance. The test scores might be biased concerning their real skills for specific academic subareas because the tests or activities are administered in schedules that may not match with cognitive optimization period of children. Schools and professionals should examine which timetables are more appropriate for morning and evening types to ascertain the competencies evaluation.

IMPRESSION MANAGEMENT MECHANISM FOR ADVICE TAKING

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Advice taking is an important part of the decision-making area. Previous studies mainly concerned with why advice discounting occur. From the view of information processing, researchers have suggested a variety of theories to explain the mechanism of advice discounting, such as anchoring and adjustment, egocentric bias and information asymmetry theory. While advice taking is also an interpersonal interaction process. This suggests that decision makers may also consider what kind of social evaluation and impression will make to others when they decide taking advice or not. In this study, two experiments were designed to investigate the impression management mechanism of advice taking. Experiments 1 explored how the degree of advice taking influenced the evaluation from others and meta-perception (judging how others see them). Half of the participants were asked to evaluate the warmth and ability of decision makers who took other's advice high or low. The other half were asked to judge how others evaluated their warmth and ability when their

advice taking degree was high or low. The result showed that that the decision-makers with high degree advice taking were evaluated warmer, and those with low adoption rate were evaluated with higher ability, and there was no significant difference between other people's evaluation and meta-perception. In other words, the decision-makers realize that others evaluate their warmth or ability according to the degree of advice taking. So it is possible for the decision-maker to impress others by taking advice strategically. Using JAS paradigm and a single factor design, experiment 2 attempted to test this hypothesis, and the independent variable was expected impression (warmth, ability), the dependent variable was WOA (weight of advice). The results showed that when participant expected to get a warm impression, they projected a higher degree of advice taking; when they expected to shape the ability impression, the participants projected a lower degree of advice taking. Therefore, it can be considered that the degree of advice taking is related to impression management.

FLIGHT CREWS TRAINING AS PROFFI THROUGH GENERATIVE GAMES

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One of the competence developing methods widely used to form safe behavior is and recommended by the international aviation community is generative games that have proven themselves in the energy industry as a tool to increase personnel reliability and are successfully held in Russia, the CIS countries, France, Germany, and the USA. In aviation, the generative games are used to increase readiness for actions

in an extreme situation due to accelerated building and further maintenance of the image of a professional, including the image of professional flight activity, which leads to increase in reliability of the activity. An important element of the generative scenario in a crew is to add experience and put it into practice, i.e. to strengthen it. At the same time, different crews creating the participants' experience resort to

different scenarios, which can finally lead to absolutely unlike results including those that concern flight safety. In the course of a game situation, pilots can see the interaction process, on the one hand, and they are engaged into it, on the other hand. Everyone resorts to their own scenario and can see what their actions lead to in the end of the game. The project "Using game techniques in the training of aviation personnel" has showed that the use of generative games has a good learning effect. The game "SAFA Inspection" was used during the special ground (joint) training of pilots and flight attendants. The

"Limitations" and the "Pilot Career" card games were used during /before the conversion for Airbus 320 or Boeing-737. The game "Flight" was held as part of the Recurrent CRM Training. A version of board game has currently developed – the "Commander of the Aviation Squadron", which will serve as an introduction to the specifics of pilots career. In the future, we plan that it will form the basis of a professional game for flight crews. Simulator training also includes generative scenarios. The instructor takes the situation to the plane of success by reinforcing the pilots "safe behavior" skill.

ACTIVITY APPROACH IN THE SYSTEMOGENETIC PARADIGM TO THE PSYCHOLOGICAL CONSULTANCY IN EDUCATION: THE THEORY AND THE PRACTICE

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The complex of issues about the activity way in the systemogenetic paradigm as an innovative stage in the development of a systematic approach to the psychological consultancy in education was raised by Suvorova (2015). The activity of the psychologist links the subjects of education: student, parents and teachers. In education, experts are increasingly turning to the theory of systemogenesis of activity (Shadrikov, 1982-2017) and to his model FPSA (Functional Psychological System of Activity) which is a universal model to analyze all activities.

The "the world of inner life" is justified as a subject that should be studied by psychology by Shadrikov (2006). Hence «the world of inner life» is set as a matter of dialogue between individuals involved into psychological consultancy (child, parents, teachers and psychologist) in education (Suvorova, 2006).

The child from the moment of his birth learns: to walk, to talk, to play, to communicate, to read, to write, or in other words, he is engaged in educational activities. The goal of it is learning.

According to Shadrikov, learning is the developing of FPSA. The key issues of the activity approach to psychological consultancy in education are illustrated by two author's models. Psychological counseling is considered as a joint activity of a psychologist and a consultee, which is organized by a psychologist and aims to study the behavior and activities of a consultee in order to form various mechanisms of his self-regulation. At the same time, cognitive actions

are considered as educational, which are the basis for the development and operational mechanisms of abilities and operational mechanisms of learning. The content of the cognition tasks organizes mental processes for student into the FPSA. Meanwhile the intellectual task, solved by cognitive actions of different levels of integration, is considered as a means of abilities and intelligence development (Suvorova, 2012).

Psychologists-consultants professional competence and experience of their independent professional activity is practiced in triads: consulted-consultant-expert.

FROM PSYCHO-ANALYSIS TO CULTURE-ANALYSIS: A CULTURALLY SENSITIVE REVISION OF PSYCHOLOGY

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Applying psycho-analysis that reveals unconscious, typically forbidden contents, with clients from collective cultures may lead to confrontations with the family and the social environment. In these confrontations typically the client is the weakest and therefore the loser. This lecture re-examines the application of psychodynamic approach in collective cultures and suggests culture-analysis as an alternative and/or to pave the road for psycho-analysis. Culture-analysis is based on the fact that each cultural value system includes many opposites and contradictions. In culture-analysis therapist identifies subtle contradictions within the belief system of the client and employ cultural aspects that may facilitate change. Similarly to how a psychoanalyst analyses the psychological domain and brings conflicting aspects to the consciousness (e.g. aggression and guilt) in order to mobilize change, a culturanalyst analyses the client's belief system and brings contradicting aspects to the consciousness in order to mobilize revision in attitudes and behavior. Unlike the unconscious drives which are revealed through psychoanalysis, these intra-

culture conflicts are not supposed to be threatening because all aspects revealed are culturally and morally legitimized. This process can be described in humanistic terms too. In much the same way that a Rogerian therapist establishes an unconditional positive regard and empathy to facilitate the coming forward of the real authentic self, a culturanalyst establishes positive regard and empathy to the culture and facilitates the coming forward of more and more aspects of the culture that were denied and that may be employed to effect change. Alternatively, one can understand this process in terms of generating cognitive dissonance within the client's belief system that necessitates change. Regardless of the theoretical explanation, in order to conduct a "within-culture therapy," therapists need to be open and incorporate several aspects of the culture in the therapy in order to create a new dynamic within the client's culture. Beside empathy, a thorough inquiry into the client's culture in order to identify the cultural aspects that may be employed in therapy is needed. Some examples of within-culture therapy will be presented.

PSYCHOLOGICAL HARASSMENT PRACTICES EXERCISED BY SUPERIORS IN THE WORKPLACE: PERSPECTIVES OF EMPLOYEES

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This article describes psychological harassment practices exercised by superiors in the workplace, as experienced by employees who, ultimately, were able to have those practices cease. Individual interviews were conducted with nine unionized and non-unionized employees having been subjected to this type of stressful situation. From these interviews, it emerges that

harassment practices utilized by immediate superiors are part of a social process aiming to discredit the employee by exercising direct control over the person and manipulating the work environment in order to subjugate him or her. Keywords: psychological harassment, workplace resilience, conflict resolution

SPECIFIC FEATURES OF ETHNIC IDENTITY IN THE REGIONS WITH DIFFERENT DEGREE OF ETHNIC DIVERSITY

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Sustainability of ethnic groups poses the problem of the search for principles of their formation and existence, make-up of ethnic group portraits, identification of their psychological and socio-cultural characteristics. However, it was difficult to provide groups' portrait without taking into account specific features of their group members. It is within this context that the study into specificity of ethnic identity is associated with the examination of particular subjects as well as factors and regularities of their ethnic self-identification. The study involved the sample from the Sverdlovsk region (N=100) and the republic of Bashkortostan (N=100). The Sverdlovsk region is characterized by average degree of ethnic diversity (diversity index is 0.263540), Bashkortostan has a high index of ethnic diversity (0.730376). The samples were ordered according to gender, age, education and income. The following methods were exploited in the survey: The Twenty Statement Test by M.Kuhn&T.McPartland; G.U. Soldatova&S.V.Ryzhova "Ethnic Identity Types" questionnaire; assessment of positivity and uncertain identity by A.N. Tatarko and N.M.Lebedeva. The results showed a modest magnitude of differences. Still, they are statistically significant. The respondents from

Bashkortostan are characterized by more intensive and sustainable ethnic identity; they are more likely to identify themselves as representatives of a particular ethnic group. Unlike them the respondents from the Sverdlovsk region exhibit weak accentuation of ethnic status; they more often define themselves as a Russian, a "Yekaterinburger", etc. The respondents from Bashkortostan are oriented to preservation of their ethnic belonging; express more ethno-egoism while 19% of the Sverdlovsk sample would agree to change their ethnic belonging if they had the opportunity. The respondents from diverse ethnic regions are more selective, intolerant to other nationals. This peculiarity is accentuated when it comes to including another national in one's inner circle. The revealed differences are statistically significant at $p < 0.05$ level. Specific features characterizing the assessment of psychological security of these regions given by the respondents from these territories were indicated. In addition, moderate correlation between the respondents' estimates of their own psychological security and the pronouncement of their ethno-consolidating attitudes in inter-ethnic interaction was found. The article was supported with a grant from the Russian Science Foundation (project №18-18-00112).

TRANSFORMATION OF ETHNIC IDENTITY RESULTING FROM BEING INVOLVED IN POLY-ETHNIC INTERACTION

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The study into ethnic identity should be addressed both in theoretical and practical fields. The importance of theoretical generalizations, concepts and conclusions is determined by the possibility of their application for modeling social processes. Theory is realized in models, elements and relationships of which are associated with socium by specific correspondence parameters: between the way of socium organization and the way with the help of which the model describes the socium; between the tools used in the process of modeling and conceptual apparatus of the theoretical model; between the socium and theory. Taking into account the complexity of identity formation its modeling is aimed at fixing the actual state of the problem, revealing focal points, defining key tendencies and risk factors, finding optimal solutions for existing social challenges. The study of this phenomenon involves not only the analysis of its essential manifestations and typological features, its transformation under certain historic and socio-cultural conditions but also issues associated with identity development, formation and transformation. A series of narrative interviews with people from post-Soviet republics was conducted. This method was used

with a view of identifying greater phenomenology of identity transformation in the course of poly-ethnic interaction than with the use of quantitative standardized forms. The sample consisted of males and females aged from 21 to 45. The analysis of 38 narratives allowed for revealing Personality Identity Transformation Profile in the course of poly-ethnic interaction. This profile is defined by the ratio of changes according to the following criteria: image of a man; gender relationships; work and power; relationship between "the collective- the individual"; attitudes towards time; attitudes towards the sacred; attitudes to violations of cultural norms. Each criterion specifies a semantic field in which the respondent places two cultures. As a result, it possible to define at what point of continuum he finds himself, what culture is closer to him, and the presence/absence of marginal position. A set of the considered criteria acts as a system of social formats and interrelations demonstrating meaning-based, functional and evaluative statuses and social dynamic of ethnic identity. The article was supported with a grant from the Russian Science Foundation (project № 18-18-00112).

STUDY OF LEARNED HELPLESSNESS OF MIGRANTS FROM CENTRAL ASIA AT DIFFERENT STAGES OF ADAPTATION

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The global context of modern society is characterized by a violation of the integrity of the humanitarian world. This violation is manifested first of all in mass migrations of the population. Once in another ethno-cultural and linguistic environment, one category of migrants effectively orientates in a new situation, shows independence, optimism, and the other category of migrants experiencing psychological difficulties, shows passivity, helplessness, indifference, easily falls into depression. Pessimistic expectations, uncontrollable repeated stressful events associated with moving to another country, are an obstacle to social and psychological adaptation and the cause of the state of learned helplessness. For a more holistic and deep understanding of the complexities in the system of adaptation of migrants, a study of learned helplessness as a characteristic of the individual, complicating the processes of adaptation and integration of migrants in the host community was conducted. The psychodiagnosis of the learned helplessness was carried out on young people from among migrants of Central Asia at various stages of adaptation (150 people) by means of a technique

of diagnostics of the learned helplessness. We consider young people as the most receptive to everything new, the most active and mobile, but still subject to the negative impact of the age category as the base of the study. The sample of subjects was divided into subgroups depending on the stage of adaptation: the stage of preadaptation, the stage of adaptation during displacement, primary and secondary adaptation. As a result of the study, it was found that the state of learned helplessness is significantly more often diagnosed at the stages of adaptation during displacement and primary adaptation. The obtained data are explained by the fact that it is at these stages that the stress of acculturation begins, and the most active inclusion in the new social environment occurs. The data obtained allows to create a theoretical basis for solving applied problems of socio-psychological support of adaptation and integration of migrants, as well as a prerequisite for the study of cultural and ethnic determinants of personal helplessness of young people in Russia and young people from among migrants in Central Asia. The reported study was funded by RFBR according to the research project № 19-013-00949.

THE NEGATIVE EFFECT OF SOME INFORMATION PRESENTATION IN MASS MEDIA FROM THE POINT OF VIEW OF PSYCHOLOGY STUDENTS

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One of the everlasting themes for discussions and scientific research is an influence of mass media on person's psychology and behavior. Watching TV shows, reading notes in newspapers and magazines a psychologist involuntarily asks a question: «For whom this stuff was created? There is an impression that correspondents, journalists, TV presenters and editors of mass media were never interested in and do not understand elementary concepts of social psychology». In our pilot research (74 respondents, students-psychologist, most women 20-21 years old were interviewed) we tried to get to know the attitude of young people to all what is said and shown concerning the case of killing students and teachers in Kerch Polytechnic College (and similar cases in Russia and other countries). Many students agreed that covering of these events on TV often looked like a direct and detailed «instruction about what to do», as the «plan of action» to persons with unbalanced psychics. Some respondents agreed that there is a kind of contradiction between the enthusiasm of commentators who described this

event as a sensation and the fact that all correspondents, journalists, TV presenters, etc. «like parrots», unanimously used for the person who committed such a terrible crime a neutral name «shooter» instead of words like «a criminal», «a murderer», «crazy killer» etc. Most respondents agreed that it is necessary to control a dissemination of such information because it can have harmful effect on people; some students even compared it with the mass distribution of extremist materials (which is strictly prohibited in Russia by the article 20.29 of the Administrative Code). In their opinion, this is not a ban on freedom of speech; it is a need to adhere to the common sense, and psychological knowledge. Getting acquainted with materials of Congresses, Forums and Scientific conferences of psychologists (under the auspices of the Russian Psychological Society), we unfortunately came to conclusion that until now there is no suggestions as to how to educate mass media specialist in social psychology with the aim to improve their work and to reduce potential risk for society in covering some important events.

THE MANDALA AS A TECHNIQUE OF MINDFULNESS IN PALLIATIVE CARE

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According to literature, pain is one of the most common experience in cancer patients, specially in terminal cancer patients. Mindfulness can help patient to relieve pain and other similar symptoms present at the end of life. Mindfulness, in this context, involves bringing attention to an individual's present moment experiences, including thoughts, feelings, and physical sensations, with openness, curiosity, and acceptance. A home care program for a terminal cancer patient. The patient was assessed with

Minnesota Multiphasic Inventory (MMPI-2), Cognitive Behavioural Assessment (CBA), a Italian Questionnaire of Pain (QUID) was weekly measured. The Oncological medical care was a pain relieving drug. The techniques used were coloring mandala listening soft music, breathing exercise, and counselling. A semi-structured questionnaire aimed at identifying mood status. Five weeks later the perception of pain from lancinating and persistent changed to intermittent and bothersome, the patient

improved his self control and the level of humour. A better quality of life with an increment in the quality of relationships was observed. The posology for pain management was reduced. The mood status changed from nervous to calm. The technique of coloring mandala helped the patient to discover his interiority, decreased the tension for pain and created a relaxed environment.

Mindfulness techniques do not resolve the problem of cancer patients, however help the patient to considered himself in the totality of his dimensions: mind, spirit and body according to an holistic approach. The mandala can be considerate as an instrument that helps the patient to concentrate on him self, with the aim to get back his normal internal equilibrium.

RELATIONSHIP BETWEEN THE PROFESSIONAL SUCCESS OF COACHES WITH THE INDICATORS OF THEIR LIFE SATISFACTION

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With the growing popularity and development of sports, interest in effective coaches is growing. Along with the professionalism of the coach is extremely important its individual characteristics and the ability to be an example for the athlete in their beliefs and attitude to life, as all this can have a direct impact on the development and effectiveness of the athlete. The aim of the study was to study the connection of professional success of coaches with indicators of their life satisfaction. To select the criterion of professional success of coaches, we analyzed the literature and information obtained during the interview with respondents. In the present work, the components of this criterion are the maximum level of performance of athletes brought up by coaches – as an objective indicator of the professional success of coaches, and self-assessment of the success of respondents – as a subjective indicator. Checking the degree of consistency of the two indicators of success of the coaches showed their moderate and reliable correlation. In order to study the life satisfaction of coaches used the

technique of B.L. Neugarten (in the adaptation of N.V. Panina). The sample consisted of 59 coaches from different sports and various levels of professional success, leading professional activities at the bases of the Moscow Department of Sports and Tourism. The average age of the respondents was 42 years (m = 40, f = 19). The respondents were divided into groups of professional success based on the level of achievements of their athletes. Analysis of the results revealed a nonlinear relationship of the studied parameters. The established nature of the relationship allows us to conclude that the indicators of life satisfaction of coaches are not always due to the growth of professional success. The results can be taken into account when planning and conducting psychological work with coaches to improve the efficiency of their activities, in drawing up recommendations on their individual professional development. The results of the study raised new questions about the professional success of the coaches and made it possible to outline new priority areas for further research.

THE ROLE OF ETHNIC IDENTITY IN THE PERCEPTION OF TIME REALITY (ON THE EXAMPLE OF INDIGENOUS PEOPLES OF THE NORTH-EAST OF RUSSIA)

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The perception of time is recognized as an objective condition for the life of the individual, at the same time it is a product of her mental activity. The decisive role in shaping the attitude of the individual to time belongs not to biological but to social determinants. The study of the category of time in the context of ethnic characteristics of the individual is of particular importance, since time is a cultural and historical phenomenon. The aim of the study was to study the temporal characteristics of the individual in the context of her ethnicity. We attempted correlation of meaningfulness of life (the scale of the test of life-meaningful orientations in the adaptation of D. A. Leontiev) and components of time perspective (scale methodology temporal perspective of the individual by F. Zimbardo in adaptation A. Sircova, etc.). To study the semantic space of the notion "time" the 21-scale semantic differential of T. S. Baranova was used. The study involved representatives of indigenous peoples of the North-East of Russia (Kamchatka region) aged 16 to 59 years: paleoasiates

(Itelmen, Koryaks, Chukchi) and peoples of the Tunguska-Manchurian group (evens) – a total of 96 people (43 men, 53 women). The ethnic specificity in the perception of time associated with the meaning of life, with the definition of fatalism, predetermination of the present, which is expressed in the attitude of the individual to the past experience and the formation of the image of the possible future. A characteristic feature of the perception of the world in the mental space of indigenous peoples is a sense of unity with the outside world, the experience of the integrity and syncretism of the world and itself as an integral part of it. The perception of time is a violation of the balance in the subjective ratio of the past, present and future in the structure of time characteristics, fixation on the past (both positive and negative), a sense of fragmentary life in the present, insufficient expression of aspirations in the future, which acts as an obstacle to the meaningfulness of life, complicates the realization of their capabilities.

THE DYNAMICS OF PERSON'S LIFE-MEANING ORIENTATIONS IN ADULTHOOD

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The report will present the results of an empirical study of the dynamics of the meaningful life orientations of the individual during the period of maturity. Meaningful life orientations are a dynamic formation, having qualitative differences at different

age stages. The example of an empirical study of respondents aged from 30 to 60 years will show the influence of such factors as gender, professional activity, material well-being, religiosity on the overall level of meaningfulness of life.

FEATURES OF EXPERIENCING LONELINESS IN OLD AGE

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The article discusses the phenomenon of loneliness, as an experience in the period of advanced age. The author attempted to highlight

the psychological characteristics of experiencing loneliness in old age, depending on various social factors.

LEARNING IN THE "THIRD AGE" AS A WAY OF COGNITIVE AGING PREVENTION

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Influence of standard regular education of elderly adults (aged 55+) on psychological well being and cognitive aging is studied. The hypothesis that education can slow-down the process of

cognitive aging has been verified. By the example of longitudinal study, the dynamics of worry domains, their content as well as cognitive functioning improvement have been studied.

DYNAMICS OF VALUES OF GENERATIONS

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The article presents the result of researching the values of generations living in different regions of Russian North. The aim of the research is to identify changes in the values of generations over the past decade. The study involved 804 people (354 men and 450 women) living in Arkhangelsk and Arkhangelsk region, St. Petersburg and Leningrad region, aged 16-83 years. There were two stages of research: the first stage was conducted in 2009, the second – in 2018. The theoretical and methodological basis of the study was a sociological approach to generation, as well as socio-psychological interpretation of the generation as a large social group. We have tested hypothesis: are there any differences in values of generations and how they have changed since 2009. The results cover answers to three research questions: 1) How do values of different generations change depending on heterogeneity of socio-cultural conditions? 2) Are there any differences in values between generations? 3) Have there been changes in the values of generations in Russian society? We used a questionnaire of values, developed by S. Schwartz (Schwartz S.,1992), adapted to the

Russian sample (Karandashev, 2004). Theoretically this technique is based on two concepts: 1) the existence of terminal and instrumental values (M. Rokich), 2) the concept of the motivational goal of value orientations and universality of basic human values (S. Schwartz). We used the univariate analysis of variance (ANOVA) for the comparison of generations according to the values of the individual. For detalization of the difference in the generations according to the values of the individual we used the methods of multiple comparison of average within the framework of ANOVA: the method of contrasts and the method of paired comparison of averages Post Hoc. We also applied unilateral analysis of variance Kruskal Wallace's to compare results by region and samples of 2009 and 2018. The results show: 1) values are a good indicator for monitoring the processes of social and individual change resulting from historical, social and personal events; 2) generations statistically significantly differ on each of 10 values of the personality.

Work was supported by the Russian Foundation for Humanities project № 18-013-00910.

AN EXPLORATORY METHODOLOGICAL APPROACH TO THE STUDY OF THE SAY-DO-REPORT CORRESPONDENCE IN CLINICAL PRACTICE

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Therapists commonly want to enhance the degree of consistency between what clients say that they will do, what they effectively do and what they report having done afterwards; this depiction of the clinical practice closely resembles what in experimental settings is known as the Say-Do-Report correspondence (SDRc). However, research on the SDRc in applied, natural and ecological settings is still scarce. Therefore, our main objective was to establish an experimental setting and task which could enable us to assess the SDRc in a more ecological setting (i.e., the clinical context). In addition, we wanted to assess, in an exploratory way, whether therapy could affect the SDRc. We individually analyzed the evolution of the SDRc across therapy in four cases. Two of them attended psychological treatment, while the other two did not. SDRc was evaluated both before and after therapy focusing on three target behaviors: "eating", "drinking" and "performing an activity", with six possible options within each category. Self-reports were employed to assess the "say" and "report" phases. To assess the "do" phase, a

systematic observation of target behaviors was conducted. The experimental task proved to be appropriate to evaluate the SDRc. Regarding the effect of therapy on SDRc, our initial evidence has been inconclusive. Firstly, our experimental task has proven to be an effective way to evaluate SDRc in a more ecological setting. Specifically, we have been able to measure SDRc in the clinical context, although we believe that this kind of experimental task could easily be applied in other natural settings. Secondly, our initial results on the effect of therapy over the SDRc have proven to be inconclusive. However, research on rule-governed behavior and on the verbal interaction patterns that occur throughout therapy give us reasons to believe that one of the key processes underlying successful clinical outcome is the systematic reinforcement of the SDRc. Future research on this area should overcome some obvious methodological limitations (e.g., small study sample) of this pilot study in order to better appreciate the possible effects of therapy on the SDRc.

CHANGES IN THE SPECTRUM OF EVOKED OSCILLATIONS OF THE BIOELECTRIC FUNCTION OF SUBJECT AFTER THE EATING OF LEMON

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The article studies the amplitude-frequency spectrum of the brain bioelectric activity function within the range of 27 – 0.13 Hz function of subject after the eating of lemon. The experiment involved fifteen subjects of both sexes aged 18-50 years. The measurements of the bioelectric activity differential function spectrum were performed in the laboratory of environmental neurocybernetics of the SIC "Arctic" FEB RAS on the diagnostic complex "Registrar of the spectrum of electromagnetic brain activity induction (MS MAGEE-01)" which are multi-turn coils for recording brain biopotentials. Induced brain bioelectric activity is associated with the

following stages 1) after consuming lemon taste buds are included 2) the Autonomic nervous system(ANS) is activated-hormones are released 3) the parasympathetic part begins to work, process began to reserve the energy. In subjects with closed eyes alpha rhythm dominates. After eating lemon, the spectrum of evoked brain bioelectric activity of subjects was moved towards increase the frequencies of function. It appeared bioelectrical activity of the adrenal glands (segment th11), the pancreas and the intestines. The data obtained are consistent with the stages of the above hypothesis.

THE READING THE MIND IN THE EYES TEST: PSYCHOMETRIC PROPERTIES IN A PERUVIAN POPULATION

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Theory of mind (ToM) is a core cognitive process of social cognition, with huge importance in neuroscience research and neuropsychiatric disorders. Regarding its relevance, a well-extended method to assess advanced ToM in adults is the Reading the Mind in the Eyes Test. The aim of this study was to explore its psychometric properties in the Peruvian population, accuracy percent for each item among different countries versions of the RMET; and test-retest reliability after one-year follow-up. 288 participants from 17 to 55 years old were recruited among first-year students from a technologic institute and general population of Arequipa City. 55 participants were followed-up

for a year and completed the same psychological assessment. The RMET display good validity and consistency in the Cronbach Alpha's approach, as well as test-retest reliability after one-year follow-up. Bland-Altman test and Intraclass coefficient correlation display score-stability. No differences were found between the kind of education or socioeconomic status. Regarding gender, females score better than men confirming previous results. The RMET has been widely used to measure theory of mind and have good psychometric properties in Peruvian Population. These results may improve clinical practice and further studies in clinical and nonclinical samples.

A PRIMARY STUDY OF THE THEORETICAL BASIS AND METHOD OF POSITIVE RUMINATION TRAINING

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The positive rumination training was developed on the basis of reviewing previous studies. Its theoretical bases rooted in positive psychology and cognitive therapy. The key technique is to train clients to think with the guideline of positive items of the Positive and Negative Rumination Scale. The company techniques are: listening counseling recording, concreteness and abstraction, Subjectification and objectification,

problem-solving, and acceptance and tolerance. The positive rumination training includes seven steps: Introducing the rules, understanding the issues, introducing the principles, setting goals, key technique training, company technique training, and end stage. Its effectiveness has been proved in psychological counseling for college students and mental health class for high school students.

COGNITIVE PERFORMANCE IN OLD PERUVIANS: EPIDEMIOLOGICAL APPROACH

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Dementia has an increased rating in elderly people in low-income countries. Estimations of the prevalence of dementias worldwide envision an unfavorable outlook, especially in developing countries; since factors such as education, socioeconomic status and health that play an important role in the development of Alzheimer's disease and other dementias. Perhaps, not well epidemiological studies have been performed with tests that present adequate levels of reliability or cut-off point. In this study, we want to complete two different but complementary objectives. First of all, we analyzed the sensibility and specificity of the ACE-R test vs MMSE in the Peruvian

population, to obtain recommended cut-off scores for dementia. Then, we analyze in a sample of 1500 patients (mean age between 60 – 90 years old) the prevalence of dementia through the ACE-R test. We combined an instrumental and epidemiological study. 342 participants complete the first experiment and in 1500 the second one. Ranges between 60 to 90 years old were obtained to display the prevalence of cognitive impairment and dementia. The most suitable cut points for our population were selected through the ROC curves and the Youden index. The percentage of global mild cognitive deterioration and dementia were higher than previously reported in Peru.

THE EFFECTS OF DEPRESSIVE SYMPTOMS ON ACADEMIC ACHIEVEMENT AND ADJUSTMENT TO COLLEGE

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The prevalence of depression among university students is pretty high with increase in recent years (Eisenberg et al., 2017). Student mental health problems are strong negative predictors of academic outcomes (Khubchandani et al., 2016). The main goal of this prospective study is to test the effects of depression on student academic success and adjustment. The representative sample of 492 undergraduate students (60% females) from various study programmes completed Student Adaptation to College Questionnaire (SACQ, Baker & Siryk, 1999) and Beck Depression Inventory (BDI-II, Beck, Steer & Brown, 2011) and are followed during three academic years. Academic achievement was measured by cumulative grade point average (GPA), number of academic credit points (ECTS) and student efficacy status after 3 years (finishing undergraduate study on time, repeating a year, dropped-out). The results showed that 23% of all the freshmen have increased level of depressive symptoms (26% of students who stayed at home and 17% of those who changed residence). The level of depressive symptoms

was not correlated with GPA, but it was negatively correlated with the number of ECTS achieved at the 3rd year, indicating poor efficiency of depressed students. The students who dropped-out from college do not differ from those who stayed in their initial level of depression, but they have increased level of depressive symptoms on the second year. A significantly higher percentage of students with a high level of depression dropped out from college or repeated a year, comparing to those with a low level of depressive symptoms. The students with more depressive symptoms also had worse academic, emotional and social adjustment at the beginning and during their study. We can conclude that students with a higher level of depressive symptoms are more prone to poor academic efficiency and higher drop-out, as well as low adjustment to college. It is important to early detect students with increased level of depressive symptoms and help them cope and facilitate their successful study. Key words: depression, university students, academic achievement, adjustment to college

CONSTRUCTION AND EFFECT EVALUATION OF ENGINEERING IMAGINATIVE TEACHING MODEL

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The purpose of this study is to develop an engineering imagination teaching model and to design a curriculum and test the effectiveness of the course. In this study, college students were assigned to the engineering imagination group and the control group in the pre- and post- tests. The experimental procedures of this study are as follows: (1) In the pretest, both conditions received the technological imagination disposition scale and the Imaginative Thinking Tests; (2) The participants in the imaginative group attended a 30-hour imaginative curriculum, and the participants in the control group attended a 30-hour psychology-related curriculum. In the post-test, both groups received the technological imagination disposition scale and the Imaginative Thinking Tests. The results are as follows: (1) Comparing with the control group, the

imagination group showed improved effect on creative imagination, qualia representation, beyond reality, practical evaluation, positive emotion, and value indicators of the technological imagination disposition scale; (2) Participants in the imaginative condition showed improvement in fluency, beyond reality, and flexibility indicators; however, there was no significant improvement in the vividness indicator. Additionally, qualitative analysis revealed that the participants in the imaginative group obtained the concept of creative thinking; their thinking mode and the attitude of life changed; they acquired imaginative thinking skills. In summary, the engineering imagination curriculum developed in this study is effective and can be applied to the practice of engineering imaginative thinking curriculum.

EVALUATION OF SERIOUS GAME FOR CHANGING STUDENTS' BEHAVIOUR IN BULLYING SITUATION: MULTI-METHOD APPROACH

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Serious games have become a popular tool for transferring knowledge and supporting change in behaviour, perception, or cognition, but there is still relatively little research about their effectiveness. In the eConfidence project (Horizon 2020), a serious game focused on improving helping behaviour of bystanders in bullying situations has been developed. The aim of the study was to test the effectiveness of the game in behavioural change of bystanders by using multi-method approach. Pilot application of the game was carried in 10 European schools in Spain, Malta, England and Ireland. Students (N=345) between 12 and 14 years of age participated in an experimental study. Before and after playing the game, students in all groups (experimental and control) completed an on-line questionnaire about their experience and behaviour in bullying situations, appropriate reactions in bullying situations as well as their behaviour in everyday social situations. For the

experimental group players' reactions during game-play were recorded. Playing game had no effect on knowledge about appropriate reactions in bullying situations, because students showed very good initial knowledge. In-game data showed that almost one third of players did not participate in bystander role. Most of the students who participated in bystander role chose appropriate reaction in all game situations. For the rest of students, it took only one in-game try to make all correct choices. According to self-assessments, students who participated in the bystander role reported about more assertive behaviour in everyday situations in pre-test than students who did not participate in that role. This finding showed that students' initial social behaviour determines their playing activities. The results indicate that multi-method approach could give important insight in interplay between individual characteristics and in-game behaviour that could affect game outcomes.

FEATURES THE INTERRELATIONS BETWEEN SATISFACTION AND CONCERN WITH OWN APPEARANCE AND SUBJECTIVE ESTIMATION OF ECONOMIC STATUS

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This study is aimed to scrutinize the interrelation between satisfaction and concern with own appearance and subjective estimation of economic status that is considered as one of main predictors of life satisfaction. Recent research analyzes predominantly the role of real economic status on different aspects of human life including satisfaction and concern with own appearance (Harris & Carr, 2001; Sadeghi – Bazarganiet et al., 2017; Amil & Bozgeyikli, 2015; Czyz, et al., 2016; Chang et al., 2014). In contrast to mentioned studies our investigation is focused on subjective-comparative approach to economic status evaluation. According to this approach the participants have to identify themselves either with the group „rather poor than rich” or with the group “rather rich than poor”. According to our definition of appearance and the concept of satisfaction and concern with own appearance (Labunskaya & Shkurko, 2017; Labunskaya & Drozdova, 2017; Kapitanova & Labunskaya, 2016) we consider satisfaction and concern with own appearance as independent phenomena. We hypothesize that satisfaction and concern with

own appearance in youth vary as a factor of subjective evaluation of economic status. The participants were 41 males and 82 females aged from 20 to 35 (M=27.6); 62% of subjects estimated their economic status as “rather poor than rich” and 38% of participants identified themselves with the group “rather rich than poor”. The questionnaires “Attitudes towards Own Appearance: Satisfaction and Concern” (Kapitanova & Labunskaya, 2016) and “Subjective Evaluation of Economic Status” were administered. Participants who estimate their economic status as “rather rich than poor” have higher satisfaction with appearance in comparison with participants in the group “rather poor than rich”. Representatives of both groups do not differ significantly in concern with own appearance. Subjective evaluation of economic status has stronger impact on satisfaction with own appearance in comparison to concern with own appearance. Acknowledgements This study is conducted in the frameworks of the research project №17 18 01260 supported by Russian Science Foundation

PSYCHOLOGICAL AND STRATIFICATION FACTORS OF ESTIMATION OF A PERSON'S PERCEIVED AGE

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Explosion of interest to the analysis of the factors of a person's perceived age is observed in the modern science. Researchers studied genetic, ecological, and medical-and-esthetic factors effecting the perceived age of a person. At the same time, the effect of gender-and-age related, social-and-demographic, and psychological factors, to which our study is dedicated, is studied insufficiently. Hypotheses of the study: 1) the perceived age estimation can be conditioned by the gender-and-age related and social-and-demographic characteristics of perception subject and object; 2) estimations of a person's perceived age may differ depending on the type of representation of such a person (full-height or portrait photo) to a perception subject; 3) parameters of a perception object's attitude to his/her appearance may condition his/her perceived age estimations. Methods of the study used were: 1) procedure «Photo-video presentation of appearance» (Shkurko, 2018); 2) method «Person's estimate-and-content interpretation of his/her own appearance and its correspondence with gender-and-age related constructs» (Labunskaya, 2017); 3) social-and-demographic questionnaire. Sample group of the study: 20 persons (10 men and 10 women from

18 to 58 years old) were selected as perception objects («models»); 60 persons (47 women and 13 men from 14 to 77 years old) were selected as perception subjects. 80 persons in total participated in the study. It has been shown that the following factors effect the estimation of a person's perceived age: 1) age of a perception object; 2) age of the perception subject; 3) person's esthetic assessment of his/her own appearance. The following factors do not effect the estimation of a person's perceived age: 1) type of presentation of a perception object (full-height or portrait photo); 2) gender of a perception object; 3) gender of a perception subject; 4) marital status and level of material prosperity of a perception subject. Conclusions: The contribution of different types of a perception subject's age (chronological, psychological, perceived age self-estimation) to the precision of his/her estimation of another person's age has been described. Factors effecting / not effecting the estimation of another person's perceived age have been systematized.

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DYNAMICS OF SELF-ASSESSMENT OF HUMAN APPEARANCE AT DIFFERENT STAGES OF LIFE

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The concept of the dynamic nature of the system of a person's relations (Myasishchev, 1995) and the social-psychological approach to appearance, its assessments and self-assessments (Labunskaya, Drozdova, 2017) served as the methodological preconditions of the study. The goal of the study was studying the age-related dynamics of a person's assessment of the components of his/her appearance and its integral characteristics. Methods of the study used: 1) V. Schutz Interpersonal Relations Questionnaire; 2) method «Person's estimate-and-content interpretation of his/her own appearance and its correspondence with gender-and-age related constructs» by V. A. Labunskaya; 3) social-and-demographic questionnaire. 103 persons (57 women and 46 men) at the age from 14 to 60 years were selected as the study empiric object. The participants of the study were divided into 3 subgroups in accordance with their life stage. The first subgroup consisted of 30 persons at the age from 13 to 18 years (adolescent persons); the second subgroup consisted of 43 persons at the age from 19 to 34 years (young persons); the third subgroup consisted of 30 persons at the age from 35 to 60 years (adult persons). The age-related dynamics of a person's assessment of the components of his/her appearance and its integral

characteristics was revealed using Kruskal-Wallis test. «Positive progressive» age-related dynamics (significant increase of indices with age) of: 1) a person's assessment of his/her own expressive behavior; 2) the assessments of the correspondence of appearance with gender and gender role; 3) the assessment of the appearance attractiveness for an opposite-sex partner; 4) the assessment of the appearance sexuality was detected. In addition, «negative progressive» age-related dynamics (significant decrease of indices with age) of the assessments of the appearance age-related attractiveness was detected. The carried out gender analysis showed that the detected dynamics is typical, first of all, for women. The carried out study allowed defining the age-related dynamics of a person's assessment of the components of his/her appearance and its integral characteristics (appearance sexuality, appearance attractiveness for other people) showing that the lowest assessments of their own appearance are typical for adolescent and young persons in comparison with adult persons.

This study is conducted in the frameworks of research project № 17-18-01260 supported by Russian Science Foundation.

“EVALUATION OF THE “SAFE TOUCHES” IN GREECE: A SCHOOL-BASED PRIMARY PREVENTION PROGRAM OF CHILD SEXUAL ABUSE”

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Background: Child sexual abuse (CSA) has received great attention the last years due to its epidemiological proportions and negative consequences, behaviorally and psychologically. In Greece, 1 in 5 children report at least one incidence of sexual abuse before adulthood. Efforts to halt CSA and prevent the associated consequences have focused on primary prevention programs. Three studies evaluated the effectiveness of the Safe Touches program which is the first comprehensive school-based program to be implemented in Greece. Children's knowledge gain was evaluated before and after participation in the program, as well as in a 12-month follow-up. Finally, teachers' knowledge on CSA was evaluated following a complementary training workshop.

Method: Study 1: 195 kindergartens and elementary (Grades 1- 3) public-school children participated in a 50-minute interactive workshop. Knowledge gain was evaluated post participation. Children were recruited from randomly selected areas of Attica and Crete. Differences in the program's effectiveness between urban and rural areas were also examined. Study 2: investigated knowledge retention after 12-month interval. Seventy-seven children (Grades 3-4) were recruited from a private school in a middle-class suburb of Attica. Children's knowledge was

evaluated by the Greek version of Children's Knowledge of Abuse Questionnaire (CKAQ-RIII). Study 3: 237 elementary school teachers participated in a two-hour training workshop on recognizing and reporting CSA. The Greek version of Teachers' Knowledge of Sexual Abuse Questionnaire (TKSAQ) was utilized to measure teacher's knowledge before and after the implementation of the program.

Results: Children participating in the Safe Touches program showed significant knowledge gains on the concept of CSA and the use of personal safety skills ($p < .001$). Knowledge was maintained at the 12-month interval ($p < .001$). Overall scores of children from the rural areas were significantly lower than the scores of children from urban areas ($p < .001$). Lastly, teachers' knowledge on CSA increased after intervention ($p < .001$).

Conclusion: The present studies provide evidence regarding the effectiveness of Safe Touches program and highlight the importance for the existence of a pre-service education for teachers. Safe Touches requires only one session and is culturally adaptable. Future research should identify the core themes of the program that were better retained and evaluate children's behavioral intentions on CSA-scenarios.

UNDERSTANDING PEDAGOGICAL KINDNESS

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Kindness expressed in daily, business and educational settings is a topical issue. Several researchers consider educators' kindness towards students as key to educational success (Loreman, 2011), while teacher's "internal warmth" helps creating productive learning atmosphere, which would allow students to express their interest freely (Vygotsky, 1995). This type of behaviour is related to pedagogical culture defined as an integrative characteristic of personality that requires advanced professional and pedagogical values and communication skills, personality-oriented approach in knowledge and social norms transfer (Minzhanov and Erstynbaeva, 2016). Considering the above definition and theories used to describe kindness (Caldwell, 2017), it is possible to define pedagogical kindness as adult's moral quality reflected in beliefs, attitudes, intentions, and behaviour, which would affect nurture, educative activities, perceived as good by the recipients and observers and leading to a positive educational effect.

In this case the following questions raise: How is kindness expressed at psychological states and

behaviour? How is kindness reflected in pedagogical culture, and in all its' components?

Is it possible to conceptualize a continuum with pedagogical kindness - pedagogical evil (aggression, etc.) as its' poles? Kashdan and Biswas-Diener (2014) believed that such a continuum is non-existent. Or is it possible to consider kindness as a complex phenomenon as opposition to separate characteristics, e.g. selfishness as opposition to altruism (Sober and Wilson, 1999), ignorance (Honor, 2014) as opposition to sensitivity and attentiveness? What is the minimal and optimal level of kindness, which is represented in teachers' pedagogical activity? Is it possible to create an assessment tool for pedagogical kindness? Are there cross-culturally universal components of pedagogical kindness? Are there unique characteristics of pedagogical kindness? Are there relations between individual psychological and demographical characteristics and kindness characteristics?

THE DEVELOPMENT OF VECTOR CODING OF THE IMAGINATIVE INFORMATION IN THE BRAIN

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Purpose. To use the vector psychophysiology approach in this research.

The hypothesis: The nature of topological coding of scale signals in the brain is suggested. For the vector encoding the morphological constancy of those neural ensembles that memorize the topology of the shape of the object is principal. This signal is the trace of the subject's movement trajectory. The registration signal cannot be linear metrical parameters of the signal, but it must be presented as a topological figure by vector coding.

Methods. The used analysis of azimuth corner of topologically to represent big-scale signal. After registration the signal of route track there is a recognition of cognitive motive in the path of route track. Linear process become as a chain of motives, a chain of cognitive gestures. It is a chain of sequences and a relay circuit of commanding neurons according to E.Sokolov.

Results. We have carried out experiments on "circular perception "map" registration of a three-

dimension object in a virtual reality environment. The extent of dissimilarity between one route and the other can be understood as the extent of the extremely anthropological closeness of two individual's actions in their practical activity in a psychological meaning: motivational, goal-setting, individuality-oriented.

Discussion. It can be assumed model: circular rotation routes of an object, executed by hand, are copied and preserved in the brain in the form of neural-routes topological shape. These routes follow the topology of external routes. Reference points are formed in the sections of these routes, where the route makes a topologically sharp, steep bend. In some reference points the brain adds to them "a picture" kind of a natural external scene that the viewer could have seen in reality. Besides the pictures, semantic landmarks, meaningful milestones and emotional affects, experienced by the observer, are added to the route at these reference points. This information is being joined on the route as well, that could be felt directly on these reference points.

RELATIONSHIP BETWEEN SEXTING AND PSYCHOLOGICAL DIFFICULTIES: PROSPECTIVE RESEARCH

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Kristina Sesar

Slavica Jerinić

Background: Previous studies found inconsistent results regarding psychological wellbeing correlates of sexting. Some authors underlined the relationship between sexting, depression and anxiety (Dake et al., 2012; Van Ouytsel et al., 2014), while others found no link between sexting and psychological distress (Hudson, 2011; Temple et al., 2014). Therefore, this study aims to investigate, whether involvement in sexting precedes psychological symptoms or whether these symptoms precede involvement in sexting behavior. **Methods:** Eighteen-month longitudinal study with baseline measurements taken in June 2016 and follow-up measurements in October 2017. The study included 359 adolescents aged 11 to 15 years, who participated by filling out a self-administrated questionnaires on both occasions of data collection. Sexting was assessed with Sexting Behaviors Scale (Dir, 2012). Negative emotional states (depression, anxiety and tension/stress) were measured with Depression, anxiety, stress scale (Lovibond i Lovibond, 1995). **Findings:** The baseline measurement of the psychological difficulties and the follow-up measurement of the sexting outcomes were used for logistic regression analyses. The participants engaged in sexting at the baseline measurement were excluded from

these analyses. Anxiety symptoms were significantly associated with the sexting. In second analysis, the predicted probability of psychological difficulties at follow-up is estimated using sexting variables from the survey at baseline. In these analyses sexting (sexters vs.nonsexters) variables at the baseline measurement were used as a predictor variables, while psychological difficulties at the follow up were defined as a criterion variables constructed as a categorical dummy variables: none and with psychological difficulties. Participants with psychological difficulties at the baseline measurement were excluded from these analyses to avoid a potential error on conclusion of relationship between sexting and psychological difficulties. Logistic analysis revealed that pupils who engaged in sexting have greater odds of depressive symptoms compared to those who are not engaged in sexting. **Discussion:** The results show that adolescent involved in sexting behaviour had a significantly higher risk for psychological difficulties like depressive symptoms compared with adolescent who are not involved in sexting behavior. At the same time, anxiety symptoms at the beginning of the year represent a risk factor for involvement in sexting eighteens month later.

TEACHERS' INFLUENCE AND CROSS-CULTURAL DIFFERENCES ON PUPILS' ATTITUDES TOWARDS MIGRANTS: A FIELD-STUDY IN ITALY AND RUSSIA

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In this study, we examined whether different styles of teachers' instructions (pro-social vs. behavioural) affect the attitudes and beliefs of pre-adolescents towards peers from a migrant background. Moreover, we consider possible influences due to cultural characteristics and perception of threat. The research has been conducted in two countries: in Italy (N = 93) and in Russia (N = 134) among students in their last year of primary school (M age = 11.27). Children's opinions were measured both on

individual and group levels. Results confirm that pro-social instructions enhance positive traits towards the individual while increasing favourable characteristics and hindering the negative ones in the ingroup and outgroup's projections. We discuss the implications of these results with regard to teachers' impact in modelling social skills. Cultural differences are also evident in the rating of positive and negative traits of the ingroup between the two samples.

SELF-EFFICACY, ACHIEVEMENTS AND SPATIAL ABILITY AMONG ADOLESCENTS

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Self-efficacy concept was developed within the framework of socio-cognitive approach A. Bandura (1977). The main objective of the study is to examine the role of general self-efficacy as a mediator between academic achievements. The main goal of this study was to study the relationship of self-efficacy, the connection of different types of self-efficacy with academic achievements and individual differences.

The relationship between self-efficacy and academic achievements was studied in a sample (N=154, 69% – females 31% – males) aged 15-18 (M=16,4, SD=.68) Measures: 1) the general self-efficacy scale (Sherrer, Maddux, 1982) adapted by the authors of this study; 2) Matrix Reasoning subtest (Wechsler Adult Intelligence Scale-IV). This subtest allows to explore visual, non-verbal reasoning skills and perceptual organization skills

3) academic performance was assessed by the results of the unified state exam.

We found that self-efficacy is to some extent due to the successes in the field of mathematical ability. Our results show that the level of assessment of one's own abilities is associated with successful solution of mathematical problems. Males have higher self-efficacy than females. Spatial intelligence index reveals connections only with achievements in mathematics.

The results help to deepen the view of self-efficacy as a psychological phenomenon, as well as to clarify some features of individual differences in success. The results of this study can be used by psychologists to improve the effectiveness of training programs.

BIG FIVE PERSONALITY FACTORS AND PERSONAL VALUES IN TWO GENERATIONS OF RUSSIANS

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Personality traits and personal values are examined as important predictors of a multitude of outcome in various areas such as occupational psychology, educational psychology, social psychology and others. This study examines relationships between personal values and personality traits in two generations of Russians: generation of parents and generation of their adult children. Sample included parents (N = 292, mean age – 48.49; SD – 6.85) with children over 18 years of age, and their children (N=146, mean age – 22.42; SD – 3.99, 52% female). We used Russian version of Schwartz's Portrait Values Questionnaire to estimate values and Russian version of Big Five Inventory to assess personality traits. Parents demonstrated greater preference for Security, Conformity, Tradition and Universalism, while their adult children showed greater preference for

Self-direction, Achievement, Power, Stimulation and Hedonism. In general, a similar pattern of correlations between Big Five personality factors and personal values was found for two generations. The exception was the Self-Transcendence values: a greater number of links were found with parental personality traits. In both groups Agreeableness correlated positively with Self-Transcendence and negatively with Openness to Change and Self-Enhancement. Extraversion correlated positively with Openness to Change and negatively with Conservatism values. Openness to Experience correlated positively with Self-Enhancement values. Neuroticism demonstrated negative links with Openness to Change and Self-Transcendence values. Conscientiousness correlated positively with Conservatism values in both groups.

BIG FIVE PERSONALITY TRAITS AS PREDICTORS OF PERSONAL VALUES

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Personality traits usually viewed by researches as antecedent to values (Olver, Mooradian, 2003). Such traits as Openness to experience and Agreeableness relate systematically to values, but the relations between Extraversion and Neuroticism and values are weaker (Olver, Mooradian, 2003; Parks-Leduc et al., 2014). Different results were found out for Conscientiousness: in some studies it was shown that this trait has significant relations with values (Roccas et al., 2002), but in some studies

these results not found any support (Parks-Leduc et al., 2014). The aim of our study was to determinate interrelations between values and personality traits on Russian sample. Total number of participants were 438; age ranged from 18 to 69 years (mean age 39, st.dev. = 13.6), 50.7% were females, 49.3% males. We used following methods: 1) Portrait Values Questionnaire; 2) Russian version of BFI and 3) Tolerance for Ambiguity Scale. To analyze interactions between personality traits and values

linear regression analysis was conducted. The model for Conservation value explained 30.8% of variance. It was found out that the most strong predictors were Conscientiousness (+) and Extraversion (-), there was no any significant relations with Neuroticism. For the Openness to change value the model explain 31% of dispersion; Big Five personality traits and Tolerance for Ambiguity were significant predictors for this value, but the strongest one was Openness to experience. The regression model for Self-Enhancement explains 14.5% of variance, only Extraversion (+), Openness to

experience (+) and Agreeableness (-) became significant predictors for Self-Enhancement. The explanation of dispersion for the last regression model was only 11.3%, there were significant relations between Self-Transcendence value and Neuroticism (-), Extraversion (-), Agreeableness (+) and Conscientiousness (+). The results of our research partially confirm conclusions of previous studies: Openness to experience, Agreeableness and Conscientiousness demonstrate significant relations with values. But we also found out strong relations between values and such trait as Extraversion.

THE RELATIONSHIP BETWEEN STUDENTS' LEARNING STYLES AND THOSE PRESENT IN VARIOUS EDUCATIONAL INSTITUTIONS

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Background: Learning style is a complex combination of one's cognitive, motivational and emotional functioning. It is a preferred way of using abilities in a learning context. Although individuals differ in their learning styles, one can adapt his/her learning process to become more efficient, once his/her style preferences and tendencies are identified. The aim of the study is therefore to examine the relationship between student's perceptions of their own learning styles on one side and those which are present in different learning institutions on the other.

Method: The purposive sample included 107 students (64 male and 43 female), aged from 19 to 30, with a mean age of 23.4 years (SD = 2.39). Participants filled-out Kolb's Learning Style Inventory (LSI); including some open questions to get deeper insight into the phenomenon.

Findings: The results showed that the learning styles of students differ statistically significantly from those which they perceive as present in

their learning institutions. Significant differences were found in the following modes: concrete experience ($\chi^2(2) = 36.85, p < .01$), abstract conceptualisation ($\chi^2(2) = 15.19, p < .01$) and active experimentation ($\chi^2(2) = 11.89, p < .01$). Female students were more likely to prefer the concrete experience learning than male ($t(105) = -2.70, p < .01$). Male students were more likely to prefer the abstract conceptualisation learning than female ($t(105) = 2.26, p = .03$).

Discussion: The results will be reviewed from the importance of identifying and understanding one's optimal way of learning which can have strong impact on students' academic achievements. Findings of the study can help teachers to considerate their and their student's diverse learning styles. By providing various learning methods, activities and techniques, teachers can not only considerate their student's learning styles but also encourage them to develop new ones.

PHENOMENA OF THE “NON-SELF CONCEPTION” AND EXPERIENCE OF A CATASTROPHE IN EUROPEAN ARTISTIC PRACTICES (ON THE PRINCIPLES OF PSYCHOLOGY OF ART)

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The talk is devoted to phenomena that appeared in the connection with catastrophic tendencies in the life of society. The fear of these tendencies became a universal trend and is defined as a megatendency of civilizational functioning of society. For this reason, analysis of the marked phenomenon in life and art became an emphatic need for knowledge.

In this megatendency we shall be interested by the issue of catastrophism of personality – such behavior of a human being who has transgressed the laws of morality and senses fear of inevitable retribution. This fear may appear in different ways: it may be concretized in visions, which for a person may become an obtrusive form of neurosis, hallucinatory phenomena, an obsession in the form of infernal images. It may seem that they have appeared from the outside, but in reality – similarly to motion of the human spirit according to Georg Wilhelm Friedrich Hegel, they are set apart from the self-identity of the individual into another type of existence, and then his consciousness begins to live in two worlds – a real one, which is his own, and an unreal, alien one, which, nonetheless, also belongs to him.

Moreover, such an individual exists in different perceptions of being not isolatedly, but in virtual communication. His “Self” periodically converses with his partner “Non-Self.” The peculiar element here is the individual’s existence in the state of depersonalization in which the appearance of the double and the concept of duplicity occurs, in the latter contains its invariant foundation and the unexpected shifts in juxtaposition: “Self” – “Non-Self.” This binary archetype of personality in cultural society is determined by the conflict of ethical-religious essences, where the creative personality, mastering the sphere of “Non-Self,” elevates it to the level of a full-fledged philosophical-culurological psychology. For this reason the hypothesis of our research will be the presence in artistic practices of the “Self-Conception” (or “Consciousness of Self” – William James) and the phenomenon which is of “alien logic” [conception of Andrey Smirnov] to it, defined by us as the “Non-Self-Conception,” which has manifested separately or conjointly in the catastrophic reflection of the authors of art works.

DEVELOPMENT OF DIGITAL EDUCATION: THE METHODOLOGICAL CHALLENGES

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"Analogous" traditional forms of the educational landscape (textbooks, traditional classroom system) undergo drastic transformations in the XXI century stimulated by widely developing digital-teaching approaches and media. A considerable number of currently developed educational digital systems formed new ways of instantly accessing teaching resources. Higher speeds, larger volumes and variety of types of information obtained by the subject of learning via novel digital educational media impose new requirements and challenges toward cognitive processes. Numerous studies of efficiency and other aspects of digital learning nonetheless did not elaborate generalized requirements to effectiveness of digital learning as a system within activity-system approach with the

reference to the requirements of integrity and efficiency of educational process and variability of individual differences of the subject of training under conditions of growing opportunities and variety of novel digital technologies. Despite obvious severe impact of the digital educational environment no former vigorous studies has been performed. The goal of our study is creating and further implementing the generalized model of digital education and the electronic educational environment on the basis of the activity-system approach expanded by the authors of this project.

This work was supported by the Russian Foundation for Basic Research (grant № 18-29-22049\18).

ETHNOPSYCHOLOGICAL MARKERS IN EUROPEAN ABC-BOOKS: EVOLUTION OF THE IMAGE OF A NON-EUROPEAN

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In this research dynamics of representation of an image of representatives of non-European civilizations in the ABC-books published in the European countries during the period since 1850 till present is analyzed. Empirical array are materials of electronic archive <http://goobiweb.bbf.dipf.de> and 20 modern editions of ABC-books from the European countries. On the example of the introduction of the letter "I" in teaching reading, accompanied by the didactic illustrations (drawings) depicting the image of Indians, it has been established that while maintaining the attributes of an original culture in the form of a suit and weapons in the image of an Indian, the discourse of brutality is

lost. American natives, represented in the middle of the 19th century through the prism of the "natural state" of an adult male and soldier, appear in modern editions in the form of benevolently-minded children playing Indian. A certain share of comic giving of images of Indians is connected with a current trend in manifestation of elements of carnival culture and the postmodern idea of a deconstruction. Dynamic development of education systems and culture acutely asks about preservation of its forms and the thoughtful relation to ways of its representation in the educational books acquainting school students with a non-European civilization.

DYNAMICS OF MASTERING THE MEANS OF COMMUNICATION IN CHILDREN WITH DELAYED SPEECH DEVELOPMENT

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This study analyzes the cyclical, spiral nature of mastering means of communication by the children of early age, where in each subsequent cycle the motives and forms of communication with others become more complicated, which leads to the development of internal mechanisms of speech and mastery of more complex means of communication (expressive-mimic, subject-effective and speech). Cycles associated with internal development, the accumulation of linguistic means, the emerging internal mechanisms of speech, are replaced by periods of external deployment, improvement of oral, expressive speech. Empirical data – materials of the study of speech development of young children with delayed speech development, have been conducted over 7 years. For children of the 3rd year of life with delayed speech development

is characteristic a violation of the interrelated development of dynamic (motivational-need sphere) and structural components of speech (communicative-cognitive verbal and non-verbal means of communication), as well as sensory functions. The most important condition for overcoming the delay in mastering expressive-mimic, subject-effective and speech means of communication is the emotional interaction of the child with close adults, contributing to the development of children's imitation, as the basis for mastering verbal and non-verbal means of communication.

Key words: young children, delayed speech development, verbal and nonverbal means of communication, early help, emotional interaction with a close adult, children's imitation.

BALINT GROUPS IN PROFESSIONAL AND PERSONAL DEVELOPMENT OF HELPING PROFESSIONALS

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In modern reality, the growing number of helping professionals and the pressure put on them increases the necessity to develop and apply methods of preventing professional burnout, as well as promote their professional and personal development. The report focuses on the results of the practical study of the professional burnout prevention methods held at 2016-2018 in No 1 Psychiatric Clinical Hospital (PCH) after N.A. Alekseev. The study involved over 200 professionals - psychiatrists, medical psychologists, department heads, nurses and senior nurses who participated in the Balint

groups. A Balint group is a classical method of training research work used in prevention of burnout in helping professionals. A battery of techniques was used to determine the degree of professional burnout. The main parameters of professional burnout, formed in psychiatric medical personnel are described, as well as the parameter's dependence on the age and work experience of employees. The study substantiates the effectiveness of the method for preventing crises in the professional and personal development of the PCH personnel.

EYE MOVEMENTS PATTERNS DURING FACIAL EXPRESSION RECOGNITION IN MALE AND FEMALE OBSERVERS

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Recent research is devoted to study the effect of the sex of the observer on facial expression recognition and eye movement pattern. We proposed that women are better experts in facial expression recognition because they are more likely to use feature-based processing than men. We also expected to reveal this difference in the eye movements' strategies.

We used Photos of 2 male and 2 female models from WSEFEP (Olszanowski et al., 2015 doi: 10.3389/fpsyg.2014.01516) for stimuli. Every model displayed six basic facial expressions (anger, fear, surprise, sadness, happy, disgust) and neutrality. The images of one male and one female models were morphed with neutral images of the same person to obtain weak expressions. Each image was presented in upright, inverted and Thatcherized conditions. A subject was presented with a stimulus for 600 ms and then he had to choose the correct emotion for depicted expression by mouse click. The study involved 53 subjects (28 F, average age of 20.2 years). We analyzed response accuracy and eye-tracking pattern.

Results did not show any significant differences in the accuracy of facial expression recognition between male and female participants for any of the types of stimuli. There were no significant differences in accuracy decrements caused by inversion and by Thatcherization between male and female participants; therefore, there were no differences in holistic and feature-based processing between men and women. At the same time two gender groups showed some differences in patterns of eye movements. Women fixated both eyes more frequently compared to men, independently of conditions of presentation. Male subjects (M) looked more at the nose area. In distorted stimuli, differences between genders remain only in the area of the right eye. Hence, we can conclude that differences in the strategies of eye movements do not reflect differences in the perceptual mechanisms used.

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PARENTAL AND TEACHER MEDIATION OF ADOLESCENTS' INTERNET ACTIVITY

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The research is devoted to the study of the characteristics of teacher mediation of adolescents' Internet activity as one of the aspects of their digital socialization. The study examined the following main strategies: restrictive mediation (the establishment of rules that limit and regulate online time, the place of use, activities), active mediation of Internet use (engaging in activities such as talking about the Internet content that children encounter or explain how to do something in Internet), active mediation of Internet safety (offering safe ways of Internet use and strategies for coping with online risks).

The sample included 1553 adolescents 12-17 years old and 1219 parents from 8 Federal districts of the Russian Federation. The questionnaire contained blocks of questions devoted to various aspects of digital socialization, including teacher and parental mediation of Internet use.

One of the most common strategies for both teachers and parents is restrictive mediation. If teachers make more use of the prohibition of access to the Internet and establishment of rules

for its use at school, then parents more prohibit adolescents from sharing personal data on social networks. Among the strategies of active mediation of use, the encouragement of learning and developmental activity in the network stands out, meanwhile to a greater extent on the part of parents and less on the part of teachers. The most common strategy of active safety mediation was information on safe use of the Internet; more than half of adolescents experienced it from parents and a third from teachers. The rarer teacher strategies turned out to be preventive communication about coping with online risks and direct support after actual encounter with them. Every second adolescent experienced these parental strategies.

Thus, compared with parents, teachers still have a not so wide set of mediation strategies for using the Internet, primarily relying on prohibitions. At the same time, the level of digital competence of teachers is higher than that of parents that can predict greater effectiveness of teacher active strategies.

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